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ILLUSTRATIVE OF THE

Educational System of Ontario, 1856-1872,

FORMING AN APPENDIX TO THE ANNUAL REPORT OF THE MINISTER OF EDUCATION.

BY

J. GEORGE HODGINS, I.S.O., M.A., LL.D., F.R.G.S.

OF OSGOODE HALL, BARRISTER-AT-LAW, EX-DEPUTY MINISTER OF EDUCATION, HISTORIOGRAPHER TO THE EDUCATION DEPARTMENT OF ONTARIO.

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PREFATORY NOTE.

This Volume contains a continuation of the more important historical papers relating to the progress of Education in the Province of Ontario from 1853 to 1868. Among them are particulars of the division of the original School grant of 1841 to the Provinces of Upper and Lower Canada.

Also the following interesting historical papers:—

Confidential Report of the Governor-General on the Separate School Question of Ontario.

Discussion and final Settlement of the Separate School Question by the incorporation of the Law on the subject in the Imperial Act of Confederation in 1865.

The Normal School, its design and functions.

Lord Elgin's Official Report on the School System of Upper Canada and Ontario.

Exposition of the Law and Regulations on the Subject of Religious Instruction in the Schools of Ontario.

School House Architecture and School Room Decoration.

Military Drill in the Schools. Its good effects in promoting Discipline. By Mr. James L. Hughes, Chief School Inspector of Toronto.

Facilities for professional Education in Ontario—Clerical, Legal, Medical, Musical, Artistic and Scientific (Technical).

Lord Strathcona's munificent Gift of $500,000 for the promotion of Physical and Military Training in the Schools of Canada.

Report of an Inquiry in regard to Schools of Technical Science in the United States by Doctors J. G. Hodgins and A. MacHattie.

Recent important movements in the British Isles in the direction of Technical Education.

Illustrative Examples of the necessity for Instruction in Scientific and Technical subjects in Ontario.

Training of Youths in the Industrial Universities of England.

The Establishment of an Agricultural College in Ontario in 1872.

Report by Doctor Ryerson in regard to the Instruction of the Deaf and Dumb and the Establishment of an Institution for that purpose; also a Report on an Institution for the Instruction of the Blind, and the Establishment of an Institution for that purpose.

Report by Doctor Ryerson on Systems of Education in Europe.

The Universities and the great Public Schools of England.

The *London Times* on Doctor Ryerson's Report on Education in Foreign Countries.

Visit of His Royal Highness Albert Edward, Prince of Wales, to British North America in 1860.

Sir Oliver Lodge on Fifty Years of the Promotion of Science.

J. George Hodgins,
Historiographer.

Toronto, September, 1911.

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Historical and Other Papers and Documents

ILLUSTRATIVE OF THE EDUCATIONAL SYSTEM OF ONTARIO.

DIVISION OF THE LEGISLATIVE SCHOOL GRANT TO UPPER AND LOWER CANADA, 1841-1855.

Chiefly through the efforts of the Honourable Isaac Buchanan, a Grant in aid of Common School Education of Fifty thousand pounds, (£50,000=$200,000,) a year, was made by the Legislature of United Canada in 1841. For many years this annual Grant was divided between Upper and Lower Canada on the basis of Population, as required by the Special Act on the subject of 1843,—the amount coming to Upper Canada, on this basis, was Twenty-one thousand pounds, (£21,000=$84,000,) and to Lower Canada, Twenty-nine thousand pounds, (£29,000=$116,000.) This division was continued for each of the seven following years.

In 1848, the Chief Superintendent, in a Letter to the Provincial Secretary, appealed against the continuance of this division, as, in the meantime, (between 1841 and 1848), the population of Upper Canada (710,000) had increased in a larger proportion than that of Lower Canada (700,000). He, therefore, proposed that, for the present, the share of the Grant coming to Upper Canada should be Twenty-four thousand pounds, (£24,000=$96,000,) and that to Lower Canada, Twenty-six thousand pounds, (£26,000=$104,000.) The request that this equitable division be made was not granted.

Again, in March, 1849, the Chief Superintendent called the attention of the Government to the subject and to the continued inequality of the division of the Legislative Grant, but still without effect. In December of the same year, another effort was made by the Chief Superintendent, (in a Letter to the Inspector General,) to have this continued inequality in the division of the Grant removed, and that the division be made on the basis, which he had proposed, in his Letter to the Provincial Secretary of the 17th of October, 1848. The basis proposed was regarded by the Inspector General as equitable; but no Order-in-Council was passed to give it effect. This state of things continued until 1851, when the Editor of this Volume, (as Deputy Superintendent,) during the Chief Superintendent's second official visit to Europe and the United States, wrote a Letter to the Provincial Secretary in March, 1851, requesting that the Department be informed of the decision of the Governor General-in-Council on the subject of the division of the Parliamentary Grant. In reply, the Provincial Secretary stated, that an Order-in-Council had been passed, making an equal division of the Legislative Grant between the Provinces, giving to each one Twenty-five thousand pounds, (£25,000=$100,000.)

NOTE.—The amount thus lost to Upper Canada by not making an equitable division of the Grant as required by law, and as requested, was at the rate, at least, of Three thousand pounds, (£3,000=$12,000,) a year.

This state of things led to a prolonged correspondence, until at length an arrangement was arrived at, as intimated in the concluding Letter of the Provincial Auditor, as follows:—

Upper Canada has received its share of the £50,000 Parliamentary Grant, £36,828.13.7, and Lower Canada, (according to the settlement of that Account, made by Mr. Scott last year, commencing January 1st, 1848) £30,825.—.14. But of this latter sum Lower Canada stands charged with £5,825, borrowed from the School Land Income Fund, which will have to be repaid out of future Legislative Grants, the real payment from the Consolidated Revenue, therefore, has only been £25,000. Whatever may have been the origin of this difference between the two Sections of the Province, the Government is willing to consider the whole as an addition to the Education Fund, which should be divided according to population as follows:—

	£	s.	d.
Upper Canada has received	36,828	13	7
Lower Canada has received	25,000	0	0
Proposed addition this year to the two Provinces	35,000	0	0

The whole of which being divided according to population—

	Upper Canada. £	s.	d.	Lower Canada. £	s.	d.
The Share will be respectively	50,036	18	5	46,791	15	2
Less what they have received	36,828	13	7	25,000	0	0
The proportion of £35,000 to each Province was	13,208	4	10	21,791	15	2
Less debt to be repaid	575	0	0	5,825	0	0
	13,783	4	10	15,966	15	2

This appears to me the most equitable way of settling the difficulty.

TORONTO, May 1, 1856. JOHN LANGTON, *Auditor.*

NOTE.—The final arrangement of the General Grant was agreed to by Representatives of both Provinces in 1856.

THE MUSEUM OF THE EDUCATION DEPARTMENT, 1853-1855.

THE AFTER DISPERSION TO VARIOUS PROVINCIAL INSTITUTIONS OF A LARGE PORTION OF ITS CONTENTS BY THE HONOURABLE ADAM CROOKS, MINISTER OF EDUCATION, IN 1881.

By the twenty-third Section of the Supplementary School Act of 1853, the sum of Five hundred pounds, (£500), per annum was appropriated with a view

"To purchase, from time to time, Books, Publications, Models, and Objects, suitable for a Canadian Library and Museum, to be kept in the Normal School Buildings, and to consist of Books, Publications, and Objects relating to Education and other departments of Science and Literature; and Specimens, Models and Objects illustrating the Physical and Artificial Productions of Canada, especially in reference to Mineralogy, Zoology, Agriculture and Manufactures."

In order to give effect to the provision of the School Act of 1853, Doctor Ryerson proposed to the Government that he should take advantage of the holding of the "Universal Exhibition" at Paris, where no doubt a number of educational objects of interest would be exhibited.

From there he would proceed to other European Cities, with a view to obtain in them various specimens of Art and other Special Objects of interest, suitable for the Museum of the Education Department.

From each place he stated that he would write to me, so as to keep me fully advised of his movements and purchases, in case the Government should desire to know how he was proceeding in the accomplishment of the important purposes of his mission.

In these Letters from each of the Cities which he visited, Doctor Ryerson gave interesting details of the kind and character of the specimens of Art and other objects of interest which he purchased, so that, in placing them in the Museum, we should not be at a loss for full information as to their comparative and special value and importance.

In his Letter to the Provincial Secretary, Doctor Ryerson said:—

The greater part of the sum appropriated for this purpose is yet unexpended, and has been reserved to procure, at a convenient opportunity, such Publications, Models, Apparatus, etcetera, as the progress of the School System and Science of Education has given birth to in Europe since my Tours there in 1845 and 1850-1851. This I propose to do during my contemplated visit; and I likewise propose to visit again the best Educational Establishments in Europe, with a view to further improvements in our Schools and School System, as also to select and make further arrangements for procuring Library Books and Apparatus for the Schools.

I hope to render my proposed visit to Europe as useful in advancing the great work in which I am engaged as have been my former visits. The Universal Exhibition at Paris will be favourable to my objects, as I dare say there will be in that Exhibition, as there was in the World's Exhibition at London, 1851, every description of School Apparatus, especially from Germany. Some of my best selections and purchases of School Apparatus in 1851, were the result of visiting that Exhibition in London.

I propose to provide for the work of this Department during my absence, by paying myself for an additional Clerk's assistance which may be required in consequence of Mr. J. George Hodgins, the Deputy Superintendent, performing my duties.

I will be greatly obliged to you to be informed as early as convenient, of His Excellency's pleasure in regard to this application.

TORONTO, 1st of June, 1855. EGERTON RYERSON.

REPLY TO THE FOREGOING LETTER FROM THE PROVINCIAL SECRETARY.

I have had the honour to receive and lay before the Governor-General your Letter, dated the 1st instant, applying, on the personal and public grounds therein set forth, for six months' leave of absence to enable you to visit Europe, for a special purpose, and am to inform you, in reply, that His Excellency has been pleased to grant you the required leave.

His Excellency feels satisfied that no exertion will be wanting on your part to make your proposed visit to Europe instrumental in advancing, in various ways, the School System of Upper Canada.

His Excellency sees no objection to the arrangements which you propose to make for the working of your Department during your absence.

QUEBEC, 13th June, 1855. GEORGE ET. CARTIER, *Secretary.*

After receiving the foregoing Letter, Doctor Ryerson went to Quebec to see the Inspector General in regard to financial matters connected with his proposed visit to Europe. While there, he wrote to me as follows:—

I arrived here yesterday, and in the course of the day I got everything arranged according to my wishes.

At Attorney-General John A. Macdonald's suggestion I have been appointed an Honorary Commissioner at the Paris Exhibition. Mr. Macdonald also endorsed my recommendation for your appointment as Deputy Superintendent of Education, according to my recommendation, and it is to be Gazetted next week.

I have no doubt that you will do all things in the best manner, as well as for the best. I fervently pray that God will guide and bless you in your official duties . . . and greatly prosper you as well.

Sir Edmund Head has given me flattering Letters of Introduction to Lord John Russell and Lord Clarendon, Secretaries of State. . . .

QUEBEC, 29th of June, 1855. EGERTON RYERSON.

On his arrival in England, Doctor Ryerson, in a Letter to the Provincial Secretary, said:—

I hope to be able to render my present tour not less beneficial to the interests of education and useful knowledge in Canada than previous tours. Captain Lefroy, formerly the Director of our Meteorological Observatory, has kindly consented to aid me with his experience and knowledge in the selection of the Philosophical Instruments, necessary to enable Head Masters of Senior County Grammar Schools to make the proposed Meteorological Observations, as authorized in the Grammar School Act of 1853; and he is as ready as ever to render every assistance in his power to give it effect. Indeed, his interest in everything relating to Canada, especially in the advancement of Science and the Fine Arts, is not less intense than when he was in Toronto. As Professor Cherriman has cordially consented to do, in Toronto, what Captain Lefroy has purposed to do, had he remained amongst us,—to test the Instruments and to aid me in preparing the requisite Tables and Instructions for their use,—I hope we shall be able to render this System of Meteorological Observations more complete in Upper Canada than in any other part of America.

LONDON, July, 1855. EGERTON RYERSON.

In applying for Letters of Introduction to the Foreign Courts of Europe to Lord Clarendon, the British Foreign Secretary, he said:

I purpose to visit Paris, Brussels, the Hague, Hanover, Berlin, Dresden, Vienna, Rome, Naples, Turin and Switzerland, with a view of repeating my inquiries into their Systems of Public Instruction and the character and management of their principal Universities, Colleges and Schools, and procuring Official Documents, bearing on these subjects, as also Models, Objects, Specimens, and School Apparatus, suitable for a Canadian Educational Museum,—for purchasing which I have funds, placed at my disposal by the Legislature of Canada.

LONDON, July 31st, 1855. EGERTON RYERSON.

In discharging the difficult and onerous task which he had undertaken in making suitable selections of works of Art and other objects of interest for the Departmental Museum, which he was about to establish, Doctor Ryerson exercised, as he stated, great care and he soon learned to distinguish between the great varieties of copies of Paintings which he saw in the several artistic centres of Europe—especially in Italy. He was thus enabled to select copies of works of Art and other Objects which came up to a defined standard, which experience had taught him to regard as the best standard.

Of course his object was not to select a mere miscellaneous variety of Pictures, but with the exception of a few of the more celebrated and notable pictures,—such as Rubens' "Descent from the Cross," Raphael's "Transfiguration," Domenichinos' "Last Communion of Saint Jerome," and Titian's "Portrait of Our Saviour," he decided to select such pictures only as would typify each of the well-known Schools of Art in Europe. In this he was highly successful, but, in doing so, he had to give the more time and attention to details of selection and purchase. He also became familiar with certain characteristics which distinguished the more noted Masters,—such as the "up-raised eyes" in the portrait pictures of Guido Reni,—the rich colouring and striking contrasts of Rubens, as best exemplified in his "Descent from the Cross." In that picture of rich colouring, the Head of Joseph of Arimathea, so full of life and vigour, is in strong contrast to the drooping Head of the dead Saviour, with which it is parallel in the picture.

During his absence in Europe, I kept him fully informed of the details of business in the Education Department.

In his replies he either expressed his satisfaction at what was being done, or proposed to be done, or made suggestions,—leaving it entirely to my judgment to adopt, or modify them at my discretion.

Writing to me from London, he said:

Chief Justice Robinson, with whom we breakfasted in London, told me that the Right Honourable Alexander Macdonell, Resident Commissioner of the Irish National Schools in Dublin,—at which Establishment you were in 1845, mentioned you to me in very high terms. . . .* E. R.

Paris, 6th of September, 1855. I am now beginning to make encouraging progress in the chief objects of my visit to Paris. I found a great many things in the Exhibition, from France and from different parts of Germany,—chiefly from Prussia,—connected with the Science and Art of Teaching, admirably adapted to our purpose. I have purchased specimens of the greater part of them,—to the amount of Two hundred pounds, (£200). They will form a most beautiful and attractive collection in our Museum, and most of them will be a very valuable accession to our Grammar Schools and to many of our Common Schools. . . . I have become acquainted with a Mr. Bossange, who has been appointed an Honorary Commissioner for Canada. . . . Mr. (afterwards Sir) William Logan, speaks of him in the highest terms. He says that Liepsic is the Emporium for all the Books published in Germany. . . . He thinks that I can procure a great many valuable documents, publications and articles from the French Government for our Museum and Library. . . . E. R.

Paris, 12th of September, 1855. . . . I have made considerable progress in my own work during the last week. But it grows upon me as I proceed. I shall be able to make up a rare, varied, useful and appropriate, Collection of Objects; but to do this requires much time and trouble. . . . E. R.

* In the year 1845 I went to Dublin to master the details of the Irish Education Office system of Administration and Management. While there, I frequently met Archbishop Murray, who was one of the Commissioners of National Education, (as was Archbishop Whately). He was a most apostolic looking man—gentle, kind and courteous. I also accompanied Doctor Ryerson on his visit, while in Dublin, to Archbishop Whately—the very opposite, in appearance and manner, to Archbishop Murray. He was, indeed, very courteous; and, as Doctor Ryerson wished to introduce as much of the Irish National School System as was suitable into our Upper Canada School arrangements, he received many useful hints, as well as several very excellent suggestions, from the Archbishop. During my daily visits to the Education Department in Dublin, I formed a most agreeable acquaintance with the Right Honourable Alexander Macdonell—a relative of Bishop Macdonell, of Kingston. That this feeling was reciprocated by Mr. Macdonell, is shown by the extract from Doctor Ryerson's Letter to me, as quoted above. I also formed a pleasant friendship with Dr. Robert Sullivan, (Principal of the Dublin Normal School,) with the Professors and Masters, videlicet the Reverend Mr. McGauley, Mr. John Rintoul and Mr. T. U. Young—the latter a son-in-law of Wilderspin, and an active promoter of the system of that noted man. I also met many other distinguished men at the time —Commissioners of Education, and others.

Paris, 20th September, 1855. I have made considerable purchases in the Exhibition and shall make still further large additions to them. There are many valuable and remarkable Objects in the Austrian Section, that I shall get. The Austrian Consul and Commissioner is to go with me to see the whole Austrian Collection, and arrange for my getting any of them I may desire. He purposes taking some Objects from the Canadian Section in exchange. Among other things, there is in the Austrian Section, a series of about Four hundred Prints in relief of Objects of Natural History,—especially Botany,—prepared by a new process, which will make them look better than the plants themselves for teaching purposes, and costing not more than six pence each. Also a series of Plates in relief, (extremely cheap,) for teaching the Blind. In the Prussian Exhibit there are some magnificent Globes, etcetera, specimens of which I shall procure, and arrange for getting others of them from time to time. . . . The Honourable Messieurs Joseph C. Morrison and John Ross, as well as Mr. Hincks, who are here, and others, with whom I have conversed, are strongly in favour of my commencing a Collection of the Fine Arts,—consisting of copies of the best Models in Statuary, both ancient and modern, and copies of the most celebrated Paintings,—including about two typical examples of each School of Painting,—to be obtained chiefly in Rome and Florence.

London, 28th September, 1855. I purpose to expend about One thousand pounds, (£1,000,) for this two-fold object. Lord Grey kindly called upon me in Paris; and, in returning his call, I obtained much information, especially from Lady Grey, on this subject. There is a Lady Grey, (Aunt to Lord Grey,) who is to spend the Winter in Rome, and who is an excellent judge of Paintings, and to whom Lord Grey has written a Letter of Introduction. I have also met with a Lady Duncan and her Daughter, (Scotch Ladies,) who reside in Rome, or Florence, every Winter. Lady Duncan gave me the names of the best Artists in Florence and Rome, and would be happy to aid me should I go to Rome. . . . Since I have commenced moving in these matters, I am getting new information and forming new acquaintances every day that will be of great use to me. . . . The varied Collection, which I shall make from Objects in the Paris Exhibition, will be both curious and valuable. On comparing notes, Captain Lefroy and I find that all kinds of Statuary can be obtained much cheaper in Paris than in London. I shall, therefore, get it in Paris,—except a few specimens which are purely English. I think I shall find it best to make our Departmental Library almost exclusively Educational,—embracing a few of the standard Works on History, Science and Literature, and then every variety of the Works relating to Education and kindred subjects. . . . E. R.

London, 5th of October, 1855. . . .In view of my getting an enlarged variety of Statuary, Paintings and Engravings, I think we shall have to make use of the Walls of the Theatre, or Central Hall, of our Buildings above and below. It strikes me that such objects would appear to advantage there,—the Hall being lighted from above. . . . E. R.

Paris, 26th October, 1855. I have obtained a great deal of information, and have had my own ideas much quickened and enlarged on these subjects, on visiting the "Ateliers," and hearing the observations and explanations of Sculptors and Artists, and witnessing their modes of operation. In some instances, I have been so engrossed as to find myself in the dark night before being aware that I was so late. I think I shall not purchase the Engravings until I return from Germany and Italy; for I may be able to purchase some of them there to better advantage, and of which I can judge, after having seen the Engravings, Photographs, etcetera, in Paris, and having ascertained their prices there. But I shall, probably, make all my purchases of Statuary, except what I shall make in London, during this past and the next week, when I shall be more competent to judge and be in a better position to embody the whole of my plans, and what I have done and intend to do, in an Official Letter to the Provincial Secretary. . . . I wish

to bring the whole matter of the Museum before the public in a style and manner somewhat worthy of the subject, and of the occasion. . . . You will, perhaps, be surprised when I say that I have procured and read a large part of Five Volumes on these subjects besides looking over Addresses, Pamphlets, Catalogues, etcetera, in order to qualify myself the better to judge and to act in the most judicious manner. I have also availed myself of the remarks and suggestions of Gentlemen and Ladies,—titled and untitled,—almost without number. While to do so required much time and labour, it was a work most intensely interesting, and it became more so every day. . . . I have obtained permission to select examples of all the Classical Figures, (ancient and modern,) that I may desire, and which are contained in the Louvre and the Beaux Arts, and which have been cast by the Moulders of those great Government Establishments, whose "Moulages" I have been allowed to visit and examine. E. R.

Paris, 1st November, 1855. I have purchased several hundred Objects of Statuary during the week, besides visiting some shops of Engravings and Photographs, and ascertaining the prices. I have examined and compared the prices of the Objects of Statuary in the Sculpture Establishments, ("Moulages",) of the Louvre and Beaux Arts, and I have selected the Objects which I intend to purchase. I would then have completed the purchases of this week, but for the fact that to-day and to-morrow are the two great Holidays in this Country, on which Religious Ceremonies take the precedence of everything else.

Paris 14th of November, 1855. . . . . I have purchased, besides Antique Statues of Cabinet size, upwards of two hundred and fifty antique Busts,—all the moulds for which exist in France. I got them from the Moulder to the Beaux Arts,—the same man who was sent for to Paris to prepare the casts for the Sydenham Palace Exhibition of 1851. You will be surprised when I say that I got them at an average of Five francs each. I sought yesterday to purchase a most beautiful collection of small models of Agricultural Implements—thirty-six in number,—for the small sum of Twenty-seven pounds (£27,) sterling. I would not take One hundred pounds (£100,) for them. They were manufactured at Stuttgart in Weishemberg. They had been applied for, however, on the part of the French Government, for the Conservatoire des Arts et des Metiers; also on the part of Prussia; so that I could not obtain them, having been too late in applying for them. I was ignorant of this, and employed a part of two days in seeking out the Commissioners of Weishemberg, in order to purchase these models; but was informed by them that they would not be sold. Yesterday, however, I was introduced to Baron Riese de Stalberg, Commissioner for Austria, when a conversation ensued, in which I mentioned that I had got a collection of the Models of Agricultural Implements made under the auspices of the Austrian Imperial Agricultural Society of Prague, where I understood he resided. He asked me if I had seen the Collection of Agricultural Implements from Stuttgart. I told him that I had been trying all day to purchase them, but had not been able to succeed. He told me that he knew the Maker of them,—that he had written to him, and that he had purchased the Collection for the Imperial Society at Prague; but that he was not in any hurry for them, as he was where he could get another set, and he would let me have the ones that he had purchased. He then gave me a Letter to the Maker, and the list of Models and Pieces that he had just received from Stuttgart. I returned him hearty thanks for his kindness, and went immediately and paid for them, and thus secured the Collection. The Baron also told me that the Minister of Public Instruction at Vienna was an intimate friend of his, and that he would give me a Letter of Introduction to him and that he had no doubt the Government of Vienna would only be too happy to present me with Objects at their disposal, which I might desire. To-day I received the Letter,—an open one from the Prussian Commissioner here to the Minister of Public Instruction in Prussia, and to other persons,—as also invitations to visit both the Prussian Commissioner at Berlin and Baron de Stalberg at Prague, when I go there. I have the hope and prospect of getting a handsome donation for the Museum from the French Government, but I

cannot learn until next week; nor can I do so until I get out of the Exhibition the objects which I have purchased there. I do not think it would be well for me to leave until I see them properly put up and secured, as no other person can know about them, or feel the same interest in them as I do. . . . E. R.

Paris, 21st of November, 1855. . . . I herewith enclose the Draft of my Official Letter to the Provincial Secretary, dated yesterday. . . . I have, during these last three days, been buying various articles of Domestic Economy, together with some things connected with Writing, Geography, etcetera. . . . They are all curious, and you will find the most of them extremely simple and very useful. They, and other purchases, have cost me an immense deal of trouble to collect,—having to go to about twenty different Establishments in various parts of Paris to get them. As to most of the articles from Germany, that I have seen and admired in the Exhibition, I have taken the names of Publishers, or Makers, and shall buy them in Germany. I purchased to-day a series of ten of the Casts of Maps in Relief that we have heretofore had. There is now one of North America, Italy and Prussia, besides those formerly published. But I have purchased three much more splendid ones, but dearer, by Saulis, a Professor in the University. The last and most valuable of those by Saulis will not be finished in less than three months. E. R.

Paris, 29th of November, 1855. Of the Moulder to the Beaux Arts alone, I have purchased two hundred and forty-two Antique Busts, twenty-six Busts Renaissance, eleven modern Busts, sixteen Masques Antique, being of the natural size, and exhibiting the face and breast of various characters, of whom no Busts exist. Thirty-eight Masques renaissance et moderne; thirteen Masques moulins sur nature, of moderns, such as Newton, Cromwell, Napoleon, etcetera. Eight Statues Antique; twelve Statues Gothiques, of the Twelve Apostles,—the whole amounting, including frames, which cost Forty pounds, (£40,) sterling, to about Three thousand five hundred francs, or One hundred and forty pounds, (£140,) sterling. Of another I have bought to the amount of Nine hundred francs, or Thirty-six pounds, (£36,)—including about forty Statues and Statuettes, besides Hands, Feet, etcetera, intended for use in teaching Drawing. Of another I have bought to the same amount many beautiful Statuettes and two hundred and ninety-nine Busts, (at the rate of a franc and a half each). I have bought upwards of Sixty small and beautifully executed Models of Agricultural Implements. I paid eight hundred francs to-day for a splendid Sphere and other articles in the Exhibition. . . . The Statuary is better for historical and literary purposes than are the Busts, but will have to be placed on Brackets, around the Rooms, one above the other. The historical ones should, of course, be arranged chronologically,—the Greek and Roman separately,—and the Mythological in a Collection by themselves. Part of these Casts might also form a Miscellaneous Collection. But you have so good judgment and taste for arranging such things, that I dare say you will do it to the best advantage, as to both space and effect, when you come to see the Objects themselves. The Agricultural Models and articles of Domestic Economy will, of course, form a Collection by themselves, which will, no doubt, be attractive to Farmer Visitors, who will be satisfied that I have not forgotten them. E. R.

Antwerp, 5th of December, 1855. . . . I have had an interview with M. Fauld, the Minister of the Emperor's Household, and from him received the assurance of several Objects of Art to be presented to our Museum by the Emperor. I afterwards, in accordance with his request, stated, in an Official Letter, the objects of my Tour and of my application. . . . At Brussels I examined the Paintings, etcetera, in the Museums and in other Collections, and such as were for sale; but found none to my purpose either as to character or prices. . . . I examined the Paintings in the Cathedral and Museum, and in three Studios, or Ateliers, of Painters. This is the Athens of the Flemish School of Painting; here are the *chef d'oeuvres* of the Great Masters, such as Quintin Matsys, Rubens, Vandyke, etcetera; and here a large number of

Artists are constantly employed in copying these Paintings for sale. I also saw admirable copies of two of Vandyke's Masterpieces. There are yet, in several Studios, Collections of Paintings for sale, and, after having seen and examined and compared them all, as well as I can, as to both quality and price, I shall make a selection. This is the best season for buying Paintings cheap here. But the season is over; there is not a prospect that the Paintings, newly copied, can be disposed of before next year, and the Artists will sell them about one-third cheaper than they sold what they had ready for sale two, or three, months ago. The collections of copies here are much larger, and the prices more moderate than I had expected. I hope to be able to make the commencement of a Collection in this new branch of Education. And, if I am as successful in Germany, as I think I shall be here, we shall be able to make a tolerable beginning of that Collection, even before going into Italy. . . . I was glad to learn that the Stuttgart Models of Agricultural Implements, on which I had set my heart, and which I succeeded in purchasing, as already explained, gained the Gold Medal at the Paris Exhibition.

E. R.

Antwerp, 12th of December, 1855. During the last week, I have examined some thousand Paintings, and purchased one hundred and forty-two, (142,) including Copies, (and some Originals,) of nearly every Painter of note of the Flemish and Dutch Schools of Painting, and many of the Italian, French and German Schools, embracing "Sacred and Profane," (i.e., Historical,) subjects, Landscapes, Marine Scenes, Animals, Costumes, High life, Peasant life, Employments, Amusements, Characters, Episodes, etcetera,—copies of most of the Masters and Paintings referred to in the latter part of the First Volume of Sir Edmund Head's edition of Kuglar's "History of the German, Flemish, Dutch and French Schools of Painting,"—a work that I have found of invaluable service to me, in addition to the local Catalogues of Museums. E. R.

Frankfort-on-the-Main, December 18th, 1855. In all I purchased no less than one hundred and eighty-two (182,) Paintings, large and small,—embracing four typical samples of the Italian Schools, two Murillo's of the Spanish School, several of the French and German Schools, and nearly a complete selection of the Flemish and Dutch Schools, from the Van Eycks down to the present time. The expense of the whole was about One thousand pounds, (£1,000,) sterling. I have had all of these pictures that required it cleaned and varnished, and new Frames made for all that were without Frames, and old Frames that needed it repaired and re-gilded. So that, on their arrival in Toronto, the Paintings can be put up at once. . . I was anxious that specimens of the Schools of Paintings which I had bought should reach Toronto by the opening of Parliament. . . I think they will make a strong and favourable impression. I think that the Paintings which I have already purchased are calculated to make a much stronger impression on the great majority of all classes in Canada than would copies of the Italian Masters. The Pictures by Paul Veronese, Raphael and Guido Reni, that I purchased in Antwerp, are far superior, as Pictures, to any that I have seen to-day in the Frankfort Museum, and much better than any I have seen in Paris. I am sure that all will admire them when they see them, as well as the copies of Murillo; while the copies which I got of the Flemish, Dutch and German masters are the best I have seen anywhere. But many that I have bought are affirmed to be Originals, so declared by Artists, and men of taste and integrity in Antwerp. But I bought them at the price of copies,—early copies,—and so represent them. If I should do more in this matter, I shall feel that I shall have very nearly accomplished the object I had proposed to myself. I may add that I have purchased Engravings and Lithographs of some of the *chef d'œuvres* of the Flemish and Dutch Schools,—in all some hundreds. They are mostly in sheets; so that you can have them bound uniformly in Toronto with others which I may yet purchase. . . . E. R.

Munich, December 23rd, 1855. Objects of art are dearer here than at Paris, or in Belgium. Statuary is also cheaper in Paris than here; and Paintings and Copies of the celebrated Masters are cheaper in Belgium than here. I shall, therefore, only buy here, in Munich, what cannot be got elsewhere,—Statuettes of German poets, Artists and Em-

perors, illustrating the Customs and Armour of past ages, and such Engravings and Copies of Paintings as can be best obtained in Munich. I am now more gratified than ever at the cheap and advantageous purchases which I have made at Antwerp,—finding that the prices of the same Pictures are much higher in Cologne, Frankfort and Munich than at Antwerp. In Italy I hoped to give full effect to the suggestions of Colonel Lefroy. But I have already gone far beyond what he had proposed. . . . E. R.

Munich, December 31st, 1855. I am exceedingly glad that things go on so satisfactorily in the Department,—and that you have received my Despatch, and think that all classes will be satisfied with the objects I am procuring for the museum. . . I have found everything here according to my expectations, and have made some valuable additions to my previous Collections, both of Paintings and Statuary, and am making arrangements by which I can hereafter get copies of any of the famous Paintings in the celebrated galleries here.

Florence, 17th of January, 1856. I am very glad that I came to Italy. At Bologna I got Pictures by Francia, Carraci and Domenichino, whose *chef d'œuvres* are found only at Bologna, and copies of whose Works are essential to any exhibition of Italian Art. I also obtained Engravings of the best Paintings that are in the Academy of the Bologna School. Here I found everything more favourable than I had anticipated, as regards copies of the Great Masters of successive periods. . . The beauty of some of the Paintings I shall get is beyond anything I have yet seen. There is also beautiful Statuary here, and very cheap. . . E. R.

Florence, January the 25th, 1856. I am thankful to hear that all goes on well at the Department. . . I am glad to have the Official Letter of the Provincial Secretary, which you enclose. . . I never worked harder than I do this Winter—"up early and to bed late." . . . The copies of Paintings are so numerous, so varied in subjects, prices and quality, that I am embarrassed and perplexed about them. . . I have bought a number of Pictures here. . . . I was exceedingly glad to hear of the protracted and minute visit of Lady Head to the Model School and to the Department. . . . . E. R.

Rome, January 30th, 1856. You see that we are at last in the city of the "Seven Hills." . . . Yesterday and to-day we have seen some splendid copies, and moderate in price; and, this evening, at dinner, at Lady Grey's, (Aunt to Lord Grey,) . . . I heard of several more. . . . Lady Grey is going around with us to several Studios and other places, where she knows that there are good copies. I have also met with other persons who can give me all needful information on these matters. I hope to make my visit here very useful to our Country in many ways. . . . Among other Letters of Introduction, I had one to Cardinal Antonelli, Secretary of State, or rather "the King of Rome," as he is called. . . . He told me that any Objects of which I wished to get a copy I need only let him know, and permission should be given immediately. I had another Letter to Prince Hohenlohe,—Cousin to our Queen Victoria,—who resides at the Vatican. . . . He gave me a Letter to the Prefect of the Archives of Rome, and also sent me Orders of Admission to the Manufactory of Mosaics of the Vatican and other places requiring special orders. The Prefect of Archives offered to . . . furnish us with orders of admission to every . . . Institution and place requiring them . . . and thus show us everything that we should wish to examine. Lord Grey's Brother, (the Reverend Henry Grey,) wished to join me in seeing all the Objects . . . and Institutions to which the Prefect might give me access. . . . I feel very thankful thus to have the company and counsels of English Ladies and Gentlemen of taste, who have spent years in Italy, and who are thoroughly acquainted with Rome,—its Arts, Customs, etcetera. . .

Rome, 8th of February, 1855. The more I think of the plan, (which I mentioned to you in my last Letter from Florence), as to providing accommodation for the Museum in our Building, the more I am satisfied that it will be the best and most acceptable. We

can thus have a Museum of some hundreds of Objects of Art in Statuary and Kindred Subjects, and about two hundred and fifty Paintings, typical copies, (most of them,) of the Great Masters of all the Schools of Paintings, besides Models and Objects of Practical Art. . . . E. R.

I shall make a beautiful Collection of copies of Paintings, both as to subjects and as to the Old Masters here and in Florence; which, although not large in number, will be very interesting. I shall also go to Carrara,—on the Sea coast,—where an immense business is carried on in copying antique Marbles. I am told that marble copies of antiques can be got there exceedingly cheap. I may not buy any, but I will ascertain the prices, and arrange for getting copies hereafter. . . . E. R.

Rome, 18th of February, 1855.—The Collections of Pictures, with the exception of a few *chef d'œuvres*, are incomparably superior in Florence to those in Rome, and the copies are better and cheaper. I buy no copies in Rome except those which are necessary to my purpose, and which can only be obtained in this City. . . . The copies of the Italian Paintings will much exceed the others in interest, as well as, I think, for the most part, in beauty, although they are less varied in subjects, less domestic in treatment, and less connected with Common Life, yet more classical, more historical, more elevated in style and character. . . . After completing my purchases at Florence, I purpose to write another Official Letter next week to the Provincial Secretary, detailing my proceedings up to that time. . . . E. R.

Florence, February 27th, 1856.—I am gratified with the spirit and tone of the Official Letter of the Provincial Secretary, of the 14th of January, which you enclosed. . . . My Italian Collection is a splendid one, embracing a good copy of one, or more, of the celebrated Paintings of each of the Great Masters. The Pictures are, in general, much larger than those I got in the north, and contain subjects of more popular interest, and such as will impress and delight the popular mind, and yet gratify the most refined taste. The Italian Collection will consist of about sixty pictures, so that the whole Collection will amount to about two hundred and fifty Paintings, besides Engravings and Models, as well as Statuary. To make such a Collection, by means of six, or seven, years grant of a sum that scarcely attracted the notice of Government, or Parliament, when it was made, will appear almost incredible, as it cannot fail of being useful and acceptable. Indeed, His Excellency and his advisers seem to think the sum at my disposal was, and is, too small to accomplish any "useful purpose." . . . I am much gratified at the Memorandum you read to the Canadian Institute, on what has been done in regard to providing for making Meteorological Observations in Upper Canada. Some of those present must have been surprised that, even in such a matter, in which they imagined themselves doing much by mere speculation, they had been anticipated by mature and practical measures. E. R.

Paris, March 12th, 1856.—I am glad to learn from your Letter, that all is well. I do not fear anything on the Separate School question; I think that your remarks to "*The Mirror*," and your course of proceeding are all that could be desired. . . . I do not think that all of my purchases will much, if at all, exceed Two thousand, five hundred pounds, (£2,500,)—or less than I had supposed when I wrote you last. . . E. R.

Paris, March 15th, 1856.—I have received your Letter of the 21st ultimo. I thank you for the pains you have taken in correcting the erroneous impressions of the Honourable Mr. Cartier, of whom I have always entertained a favourable opinion, and who, I am glad to learn, is sound on School matters in Upper Canada. I shall get through in Paris on Monday, and expect to leave here on Monday for London. . . . E. R.

London, March 21st, 1856.—I went with Colonel Lefroy to Negretti's, and Zambra, and found all right in regard to the Philosophical Instruments for our Grammar Schools. Colonel Lefroy highly approved of them . . . Adieu, my dear Hodgins, until we meet about the 15th of April. E. R.

Examples Followed by Doctor Ryerson in Establishing the Educational Museum.

On the return from Europe of the Chief Superintendent of Education, after having made the purchases of a variety of interesting Objects for the Museum, arrangements were made for the establishment of the projected Educational Museum, in connection with the Department of Education.

In establishing this Educational Museum, Doctor Ryerson followed the example of what was being done by the Imperial Government as part of the System of Popular Education in England,— regarding the indirect, as scarcely secondary to the direct, means of training the minds and forming the taste and character of the people. The Museum consists, among other things, of copies of some of the works of the Great Masters of the Dutch, Flemish, Spanish, French, German, and especially of the Italian, Schools of Painting,—forming a unique typical collection,—also a collection of philosophical Instruments and of School Apparatus for Common and Grammar Schools, of Models of Agricultural Implements, and varied specimens of the Natural History of the Country, Casts of Antique and Modern Statuary, and Busts, etcetera, selected from the principal Museums of Europe, including Busts of some of the most celebrated characters in English History. In regard to the typical collection of Paintings by the "Old Masters" selected while Doctor Ryerson was in Europe, he says, in a later Report on the subject:—

"The copies of paintings which I have procured present specimens of the works of the most celebrated Masters of the various Italian Schools, as also of the Flemish, Dutch and German. The collection of Engravings is much more extensive; but they are not yet framed, or prepared for exhibition. The collection of Sculpture includes casts of some of the most celebrated Statues, ancient and modern, and Busts of the most illustrious of the ancient Greeks and Romans, also of Sovereigns, Statesmen, Philosophers, Scholars, Philanthropists, and Heroes of Great Britain and other Countries. Likewise a collection of Architectural Casts, illustrating the different styles of Architecture, and some of the characteristic ornaments of ancient Gothic and modern Architecture."

Summary of the Seven Schools and of Paintings Purchased.

1. Italian School of Painting, 43 Masters, 88 Pictures.
2. Flemish School of Painting, 24 Masters, 46 Pictures.
3. Dutch School of Painting, 29 Masters, 38 Pictures.
4. Miscellaneous Dutch and Flemish, 30 Masters, 36 Pictures.
5. The German School of Painting, 7 Masters, 8 Pictures.
6. The French School of Painting, 7 Masters, 8 Pictures.
7. The Spanish School of Painting, 1 Master, 5 Pictures.

Seven Schools of Painting, including 144 Masters.

Collection of Sculpture Plaster Casts Purchased.

Antique Sculpture, including the following:

Three Large Groups of Figures.
Thirteen Large Statues.
Busts, life size, as follows:—
- Sixty-one Mythological and Homeric.
- Five Greek Statesmen and Military Leaders.
- Six Greek and Roman Poets.
- Fourteen Philosophers, Orators, etcetera.
- Twenty-two Roman Historical Characters.

Five Mythological Masques.
Three Masques of Kings.
Twenty-two Mythological and Homeric Statuettes.
Five Statuettes of Historical Characters.
Six Miscellaneous Statuettes.
Five Columns and Obelisks.

Modern Sculpture, including the following:

Four Large Groups of Figures.
Five Large Statues.
Eight Classical Busts.
Four Geographical (Female Figures).
Busts, life size, as follows:—
- Ten of French Statesmen.
- Three of Italian Artists.
- Eight English Crowned Heads.
- Eighteen British Statesmen.
- Seventeen British Literary Celebrities.
- Three British Divines.
- Five British Medical Men.
- Four Architects, Sculptors and Painters.
- Eleven Eminent Foreigners.
- Five Foreign Composers.
- Ten Theatrical Artistes.
- Six Bassi Relievi.

Eight Miscellaneous Masques.
Seventy Miscellaneous Statuettes, Classical and Modern.
Three hundred and Eleven small Busts of Various Characters.
Models of Hands and Feet.

Ornamental Architectural Sculpture, including:

Five Greek.
Eighteen Roman.
Four Byzantine.
Two Saracenic.
Nineteen Renaissance.
Eight Gothic.
Two Miscellaneous.
Thirteen Norman.
Twenty-seven Early English.
Six Modern Renaissance.
Sixty-seven Decorated.

Summary of Statuary (Plaster Casts) Purchased:

1. 170 Antique Casts.
2. 210 Modern Casts.
3. 110 Architectural Casts.
4. 311 Small Busts.
5. 10 Models of Hands and Feet.

Total: 811 Specimens of Statuary altogether, large and small.

Other Contents of the Museum.

Engravings on Steel and Copper:

1. A set of Forty-three large Plates of Sacred and Allegorical subjects, after Rubens and Vandyke.
2. Eighty-five Sketches drawn and engraved by Rembrandt.
3. Sixty-seven Sketches drawn and engraved by Callot.
4. Eighty-eight Views drawn and engraved by Van Swanevelt.
5. Fifty-two Plates of the entire works of Adrian Van Ostade.
6. Twenty-seven large Engravings from the Luxembourg, after Rubens.
7. Twenty-four large Plates, after Nicolas Poussin.

8. Twenty Engravings by J. Visscher, after Views by Berghem.
9. Forty-five Engravings by Moyreau, after Wouvermans.
10. Thirteen Engravings by J. P. Lebas, after Teniers.
11. Twelve Engravings by Tardieu, after Rubens.
12. Eight Engravings by De Menlemeester, after Raffaelle.
13. Two Volumes of Plates of Animals and Views, drawn and engraved by Huel.
14. One Volume of Views drawn and engraved by F. C. Weyrotter.
15. Twenty-eight Engravings after eminent French Artists.
16. Miscellaneous Engravings after Paintings by Various Italian Artists.
17. A few Engravings after some Spanish, German and English Artists.

Lithographs after various Italian, German, Dutch, Flemish and English Artists:

Illustrations of Mediæval History:

1. Two Complete Suits of Knights' Armour, with lay Figures.
2. Trophy of Ancient Arms, including Mace, Battle Axe, and Shield.
3. Six Bronze Statuettes.

Illustrations of Swiss Costume, consisting of Pictures embroidered in silk, with Gold and Silver Lace.

Maps, Plans and Charts in Relief.

Specimens of Natural History:

1. Birds and Birds' Nests and Eggs.
2. Group of Foxes, Canada Lynx, and Moose Head.
3. A case of Insect Architecture.
4. Cabinet of Rocks and Minerals of Nova Scotia.
5. Cabinets of Minerals and Fossils.

Agricultural Implements:

1. Thirty Models of Austrian Agricultural Implements.
2. Forty five Models of Wurtemburg Agricultural Implements.
3. Six Models of Danish Agricultural Implements.

French Weights and Measures:

1. Measures from a Hectolitre to a Centilitre.
2. Weights from a Kilogramme to a Gramme.

Philosophical Models and School Apparatus:

In this collection there are upwards of Two hundred varieties of Models and Apparatus.

Books in Educational Museum illustrating the History of Art and the Principal Galleries of Painting and Sculpture:

1. In French and Italian.

Galerie du Palais. Gravée, sur cuivre et illustrée par une Société de Gens de Lettres. Par Louis Bardi. Florence, 1842. Four volumes.

Imperiale et Royal Galerie de Florence, dessinée par le Professeur Gozzini, et gravée par le Chevalier P. Lasinio. Florence. Five volumes in three.

Galleria dell' I. e Reale Accademia delle Belle Arti di Firenze, publicata con incisoni in rame ed illustrata. Florence, 1845.

S. Marco convento in Firenze, illustrato del B. Vincenzo Marchese. Florence, 1853.

Peintures á Fresque du Campo Santo de Pise, dessinées, par Joseph Rossi, et gravées par le Professeur Chevalier J. P. Lasinio, fils. Florence, 1853.

Tabernacle de Ste. Marie Nouvelle.

Description of the Chief Pictures in the Dresden Gallery.

Scènes de la Vie des Peintres, par Madon. Brussels, 1842.

Historie de L'Art Monumental dans L'Antiquité et au Moyen age suivie d'un traitē de la Peinture sur verre. Par L. Batissier. Anteur des Eléments D'Archéologie Nationale. Paris, 1845.

Musée de L'Amateur. Choix des Meilleurs Tableaux, Sculptures et Dessins des Artistes Belge Contemporains. Lithographiés par Paul Lauters, Professeur de Dessins à l'Ecole Royal Gravure, et Charles Billoin. Brussels, 1850.

Galleries Publique de L'Europe. Par Armengaud.

Paris.—Vues et Monuments, Dessinés et Lithographiés en couleur, par Jules Arnout. Paris.

Nuova Raccolta delle Vedute, Obelischi, Fontane e Chiostri di Roma e Suoi Contorni. Da Domenico Amici Romano. Rome.

2. In English.

Handbook of Painting. The German, Flemish, Dutch, Spanish and French Schools. Partly translated from the German of Kügler, by a Lady. Edited. with notes, by Sir Edmund Head, Baronet. Two volumes. Illustrated. London. 1854.

The Handbook of Painting. The Italian Schools. Translated from the German of Kügler, by a Lady. Edited, with notes, by Sir Charles Eastlake, F.R.S., President of the Royal Academy. In Two Parts. Illustrated. London, 1885.

The Early Flemish Painters: Notices of their Lives and Works. Illustrated. By J. A. Crowe and C. B. Cavalcaselle. London, 1857.

Treasures of Art in Great Britain: being an account of the chief collections of paintings, drawings, sculptures, illuminated MSS., etcetera. By Doctor Waagen, Director of the Royal Gallery of Pictures. Berlin. In three volumes. London. 1854.

Works of the Early Masters in Stained Glass. By John Weale. Illustrations in colors. Two volumes. London, 1846.

Metal Work and its Artistic Design. Illustrations in colors. By Digby Wyatt. London, 1852.

Antiquities of Athens. By C. R. Cockerell, A.R.A., F.S.A., and other architects; being a supplement to the work of Stuart. Illustrated. London, 1830.

The Pictorial Gallery of Arts. I. Useful Arts. II. Fine Arts. Illustrated. Four volumes. London, 1847.

The Works of Eminent Masters in Painting, Sculpture, Architecture and Decorative Art. Illustrated. London. 1854.

The Encyclopædia of the Fine Arts: comprising Architecture, Sculpture, Painting, Heraldry, Numismatics, Poetry, Music, and Engineering. London, 1848.

The Book of Art, Cartoons, Frescoes, Sculpture, and Decorative Art, as applied to the new Houses of Parliament and to buildings in general: with an Historical Notice of the Exhibitions in Westminster Hall, and directions for Painting in Fresco. Illustrated by Engravings on Wood. London, 1846.

Gems of European Art. The Best Pictures of the Best Schools. Edited by S. C. Hall, F.S.A. Illustrated. London. 1846.

Interiors and Exteriors in Venice. By Lake Price. Lithographed by Joseph Nash, from the original drawings. London, 1843.

Illustrations of the Rock Cut Temples of India. By James Fergusson. London, 1845.

Annals of the Artists of Spain. By William Stirling, M.A. Three volumes. London, 1848.

A Biographical and Critical Dictionary of Painters, Engravers, Sculptors and Architects, from Ancient to Modern Times. By S. Spooner, M.D. New York. 1853.

A General Dictionary of Painters; containing Memoirs of their Lives and Works of the most Eminent Professors of the Art of Painting from its revival by Cimabuc, in the year 1250, to the present time. By Matthew Pilkington, A.M. With an Introduction Historical and Critical. By Allan Cunningham. Corrected and Revised by R. A. Davenport. London, 1852.

The Wilkie Gallery: a selection of the best Pictures of the late Sir David Wilkie, R.A.; including his Spanish and Oriental Sketches. With Notices, Biographical and Critical. London.

Description of the Building erected in Hyde Park for the Great Exhibition of the Works of Industry of all Nations, 1851. Illustrated by twenty-eight large Plates, embracing Plans, Elevations, Sections, and Details, laid down to a large scale, from the working drawings of the Contractors, Messieurs. Fox, Henderson and Company. London, 1852.

The Journal of Design and Manufactures; with Two Hundred and Thirteen Fabric Patterns, in cloth and paper, and Six Hundred and Forty Engravings. In six volumes. London, 1852.

The Art Journal. With Supplements.

Notable Subsequent Additions to the Museum.

After the establishment of the Educational Museum by the Reverend Doctor Ryerson, under the authority of the Supplementary School Act of 1853, (16th and 17th Victoria, Chapter 185), several additions were made to it in subsequent years. The most notable addition, however, was made in 1867, when the Editor of this Volume was deputed by Doctor Ryerson to proceed to London and Paris and, in London, to make large purchases for the Museum of copies of the Egyptian and Assyrian Sculpture similar to those in the British Museum. He was also authorized to select such articles from the Paris Exhibition of that year as he might deem desirable and interesting, and, generally was directed to use his discretion and judgment in making such purchase of objects of Art as would be most suitable and appropriate for the Museum. The result was the purchase of the following Specimens of Art:

I. Assyrian and Egyptian Sculptures.

1. A Colossal Human Headed Winged Bull.

2. A four-winged Figure with Mace.

3. (1), Statue representing Sardanapalus I. with winged Human Figure and Offerings; (2), Nisroch, the Eagle-headed Deity with Mystic offerings; (3). An Attendant with Bow and Arrows; (4), Sardanapalus I. and Army besieging a City; (5), a Royal Lion Hunt; (6), Sardanapalus II. at an Altar, pouring a Libation over dead Lions; (7), Sardanapalus III. and his Queen feasting after a Lion Hunt; (8), a slab representing a wounded Lioness; (9-11), Horses, Lions and Male and Female Figures.

4. Black Obelisk from the Greek Mound, set up by Shalmaneser (king of Assyria), about 850 years, B.C.

5. Two Stones, containing Records in Cuniform character, of the Sale of Land, about 1,120 years, B. C.

6. Large Statue of Memnon.

7. Lid of a Large Sarcophagus.

8. Side from Cairo of an Obelisk from the Temple of Thoth.

9. The Rosetta Stone, with inscriptions in honour of Ptolemy.

II. Casts of Gems, Medals, Etcetera.

From a private dealer I procured a beautiful set of (470) casts of the celebrated Poniatowski Gems. (A similar collection I afterwards saw in the Ashmolean Museum, at Oxford); a set (of 170) Medals. illustrative of Roman History, the Emperors, etcetera; a collection of Medals of the Popes; 250 modern celebrated Men; besides numerous casts of Medallions, Tazza, pieces of Armour.

A beautiful collection of casts of Leaves, Fruit, etcetera.

About 60 Busts, life size, of noted modern Characters.

A full set of the Great Seals of England. (I afterwards had them painted red, to represent the originals in wax).

Thirty-eight Casts of Medals of the Kings of England.

Eighty Casts of Medals of the Kings of France.

Twenty-four Casts of the Medals of the Emperors of Russia.

Various Casts of Medallions, Tazza, and pieces of Armour.

A collection of Casts of Leaves and Fruit.

Sixty Casts of Busts of Modern Characters.

III. Ivory Carvings, Chromo-Lithographs, Photographs.

From the collection of the Arundel Society, published in connexion with the South Kensington Museum, I procured, (1), a full set of 150 specimens of Ivory Carvings, of various periods from the second to the sixteenth century, in Fictile Ivory; (2), 60 Chromo-lithographs, beautifully coloured, illustrating Italian Art; (3), 573 photographs of National Portraits, illustrative of English history, including the Tudor period; (4), 400 miscellaneous photographs of Objects of Art, Scenes, etcetera; (5), 170 engravings of modern Sculpture.

IV. Electrotypes of Art Treasures.

Of the rich and beautiful collection of Elkington and Franchi's electrotypes of Art Treasures in the South Kensington collection, I was only enabled to make a small selection, owing to the expense of the copies for sale. The list of articles selected will be found at the end of this Report.

V. Food Analysis.

Upon application and explanation of my object, I was enabled to procure from the Authorities of the South Kensington Museum, a full set of the printed Labels of the numerous Samples of Food Analysis exhibited in the Museum. I also procured specimens of the Analysis boxes, with glass covers, so as to enable us to form a similar collection, on a smaller scale, for our own Museum. This collection, when made, will form a most interesting and instructive study for the Farmer and food consumer.

VI. India Rubber Manufactures.

Through the kindness of Messieurs Mackintosh and Company, the eminent India Rubber Manufacturers of Manchester, I was enabled to select several interesting specimens of Rubber-work, illustrative of the various uses to which India Rubber is applied. Some of these specimens are highly artistic in design.

VII. Naval Models.

Having made arrangements while in London, I have since procured some beautiful models of Ships and Boats, including Line-of-battle Ships and Steam Vessels.

VIII. Miscellaneous.

I also selected quite a number of Greek, Roman and English Coins, with a few curiosities and specimens of Natural History, etcetera.

I had wished to obtain some striking photographs of objects and places in India, from the India Office, in London, and models from the National Life-Boat Association, but the state of the funds at my disposal did not admit of their purchase.

To the Officers of the British and South Kensington Museums, I was indebted for many kind attentions and valuable suggestions.

IX. Minerals, Shells and Fossils.

1 Collection of 100 Minerals.
1 Collection of 150 Shells.
1 Collection of 150 Fossils.
20 Large Decorative Shells.
36 Selected Minerals, (various).
1 Diagram of British Seaweeds.
35 Recent Echine, Starfish, &c.

X. Models of Sailing and Steam Ships.

Best Cutter, Number 6, rigged complete; 2 Boats and Dead Eyes.
Fore and aft Schooner, Number 5, complete; 2 Boats and Dead Eyes.
Line of Battle Ship, Number 3, rigged complete; 6 Boats and Dead Eyes.
Barque, Number 2, complete; 3 Boats and Dead Eyes.

Among the many impressions which I received during my visit to England, none struck me more forcibly than this,—that, in the gratification and cultivation of the popular taste, England has made wonderful advances. One cannot but see that the memorable Exhibition of 1851 has been the great forerunner and germ of all the progress which has of late years been made in this direction in the various Cities and large Towns of the United Kingdom. The British Museum, with its varied collections of everything of historical and practical interest, is still at the head of all the popular Museums of Britain, but, in the directly Educational and Aesthetic character of its vast collections, even it is now quite eclipsed by its more popular rival at South Kensington,—the result as well as the representative of the great Exhibitions promoted by the late lamented Prince Consort, in 1851 and 1861.

The South Kensington Museum, as you are aware, is unrivalled in the beauty and extent of its internal fittings and arrangements, no less than in the extent and value of its collections of Objects of Art, and of industrial and practical value, as well as of articles of *vertu* of great historical interest. It is itself the parent institution of many of the admirable collections and local Museums and Schools of Art throughout the three Kingdoms. The travelling collection of Objects of Art which it sends to the local Exhibition of these Schools of Art is most varied and interesting. This, it may well be said, is "object teaching" on a grand scale, and in a most attractive form, for the adult masses of England, Ireland and Scotland, and so it emphatically is. This is clearly the policy of the educational Authorities in England at present, as it has been for years to some extent on the Continent of Europe. I felt glad when I looked over these large and attractive popular Museums that we had thus far been enabled by your foresight, and the liberality of our own Legislature, to keep pace in an humble degree, with the great efforts which are now being systematically made in England to popularize Science and Art. These efforts are not only designed to promote this object, but, at the same time, they tend to interest and instruct the masses, not only by cultivating the taste, but by gratifying and delighting the eye by means of well appointed Educational Museums and popular Exhibitions such as that at Paris.

Toronto, August, 1867.

J. George Hodgins.

The articles for our Museum upon which we have paid duty are chiefly copies of objects of Art exhibited in the Government Museum at South Kensington, London, or at the British Museum, as follows:

I. Photographs.

Twenty-eight portraits in oil, or engravings of the Tudor Family of England.

Five Hundred and Seventy-three portraits in oil of Kings, Queens, Statesmen, and Public Characters exhibited at South Kensington Museum in 1866 and 1867.

Seventy Miniatures from the same.

Ten Raffaelle Studies and Drawings.

Thirty Italian Sculptures.

One Hundred and Sixty Miscellaneous Pottery, Porcelain, Plate, Bronze, Jewellery, Carvings, etcetera.

II. Electrotypes, Reproductions and Bronzes.

Various copies of Silver and Gold Dishes, Bowls, etcetera.

III. Fictile Ivories.

Complete Set of Arundel Society's copies of Ivory Carvings.

IV. Miscellaneous.

Complete Set of Arundel Society Chromo-lithograph Engravings and Literary Works, Models of Gymnasia, etcetera, Stationery for Department.

V. Metal Show-Cases.

A Set for two long Rooms of White Metal Show-Cases, etcetera.

VI. Rogers American Statuette Groups in Plaster, 1868.

Taking the Oath.—A Southern Lady with her little Boy, compelled by hunger is reluctantly taking the Oath of Allegiance from a Union Officer, in order to draw rations. The young Negro is watching the proceedings while he waits to have the Basket filled for his Mistress.

One more Shot.—Two wounded Soldiers have been ordered to the rear during a Battle, but one of them is taking out a Cartridge to load up again, determined to have one more shot before leaving.

The Wounded Scout.—A Union Scout has been shot through the arm, around which he has twisted a tourniquet. He is weak and faint from loss of blood, but an escaped Slave is conducting him to his Home in the swamp. A Copperhead Snake is raising its head to strike the Negro while he is doing this friendly act.

Union Refugees.—Union Family have been driven from their Home in the South. The Father carries all the property they have saved in a bundle slung on his Gun. The little Boy is trying to console his Mother by giving her flowers.

The Country Post Office.—An old Shoemaker, who is Post-master also, has just opened the Mail-bag from the Army. He is taking a provokingly long time to study out the address of a Letter which a young Lady by his side recognizes at once as for her.

The Home Guard.—Two Females living on the border, and the only ones left to guard their Home, as the Men are all in one Army or the other, are suddenly called up by an alarm at midnight. The older one is in the act of cocking a Revolver while the other clings to her for protection.

The School Examination.—One of the School Committee has come to examine the School, and is pointing out, good-naturedly, on the Slate, the mistake the little Girl has made in her Sum, while the Teacher stands by to encourage her.

The Charity Patient.—An old Doctor is stopped in his employment of mixing Drugs by a poor Woman, who comes in to ask him what the trouble is with her Baby. She is anxiously watching the Doctor's face to learn the result of his investigation.

Uncle Ned's School.—An old Negro Boot-black is keeping School, but one of his Scholars, a mulatto Girl, has asked him a puzzling question, while a lazy little Boy is mischievously tickling his Foot, which he feels but is too much occupied to attend to.

The Returned Volunteer.—A Soldier has built a fortification with some of the Blacksmith's Tools, and also an opposing Battery with a Horseshoe and Nails, and he is showing the Blacksmith how they took the Fort.

J. GEORGE HODGINS,
Deputy Superintendent.

TORONTO, July, 1868.

PRINCIPAL CONTENTS OF THE DEPARTMENTAL LIBRARY.

The Special Character of the Departmental Library has not much changed since it was originally formed in 1855, 56.

At present the Library consists of the following classified Departments, videlicet:—

I. Books relating to the History of the Various Provinces of the Dominion.
II. Books relating to Education and Educational Subjects.
III. Encyclopædias and Dictionaries.
IV. Ancient History.
V. English and General European History.
VI. United States History and Official Reports.
VII. Reports on Education in Europe, America and the East.
VIII. English Parliamentary Journals, Reports and Returns.
IX. Journal and Reports of the Canadian, Dominion and Provincial Parliaments.
X. Law Reports and Books on Special Subjects.
XI. Illustrated Books upon Art.
XII. Reverend Doctor Scadding's Donation of Rare Books.
XIII. Collection of Canadian Pamphlets.
XIV. Bound Canadian Newspapers.
XV. Classical French Books.
XVI. Bound Periodicals and Magazines.
XVII. University and College Calendars.
XVIII. Miscellaneous Scientific Books.
XIX. Miscellaneous Text Books.

I. HISTORICAL BOOKS RELATING TO CANADA.

The Books relating to the Various Provinces are Historical, descriptive (Travels) and Biographical. About fifty Volumes, (chiefly of Voyages, Descriptive Works, Records of Wars and Campaigns) were published previously to the present Century. The dates of the publication of these books extend from 1561 to 1800.

II. BOOKS RELATING TO EDUCATION AND EDUCATIONAL SUBJECTS.

These number about Six hundred (600), Volumes, and may be classified as follows:—

1. The History of Education.
2. The General Principles of Education.
3. Psychology and Education.
4. Kindergarten Education.
5. Primary Education.
6. The Practice of Education.
7. Methods of Teaching.
8. School Management.
9. Science of Education.
10. Physical Education.
11. School Architecture.
12. School Hygiene.
13. Miscellaneous.

IV. Books on Ancient History.

These include the writings of such Modern Writers as Neibhur, Mommsen, Grote, Arnold, Gibbon, Liddell, Thirlwall, Curtius, Ferguson, Elliott, etcetera; also Drury's elaborate History of Rome in Sixteen Volumes.

V. English and Modern European History.

Of the older English historical records there are Rapin's History of England, in Twenty-one Volumes, Hansard's Parliamentary Debates, Forty-three Volumes, Cobbet's Parliamentary Debates, Twenty-two Volumes, The Lord's Debates of 1660-1740, Six Volumes, the Annual Register, One hundred and one Volumes, the Monthly Review of 1749-1784, One Hundred Volumes, the British Critic, thirteen Volumes, Canning's Speeches, Six Volumes, Sheridan's Speeches, three Volumes, Erskine's Speeches, four Volumes, Windham's Speeches, three Volumes, Wellington's Speeches, two Volumes, Macaulay Essays and Speeches, four Volumes, Edmund Burke's Correspondence, four Volumes, Burke's Six Tracts, (with James Boswell's autograph), published in 1769, Daniel de Foe's Tour Through Great Britain, 1778, four Volumes, with the autograph of President Peter Russell, of Upper Canada—(from the Honourable Robert Baldwin's Library).

VI. United States History and Reports.

These include Bancroft's History, ten Volumes; also Hildreth's, Six Volumes; Palfrey's New England, four Volumes; Smithsonian Institution, forty-eight Volumes; United States Geological and Coast Survey, eighteen Volumes; Schoolcraft's History of the Indian, five illustrated Volumes; Reports of Commissioners of Indian Affairs, Sixteen Volumes; Congressional Report, sixty Volumes; Massachusetts Historical Collection, Sixteen Volumes; Colonial Records of Pennsylvania, Sixteen Volumes; Pennsylvania Archives, 1760-1786, Seven Volumes; Pacific Railway Survey, thirteen Volumes; Documentary History of the State of New York, Nine Volumes; quarto, Writings of Washington, Twelve Volumes; Works of John Adams, ten Volumes; Works of Thomas Jefferson, Nine Volumes; Writings of Benjamin Franklin, ten Volumes, etcetera.

XIII. Collection of Pamphlets.

These include between seven and eight hundred on Various Purely Canadian subjects.

XIV. Collection of Bound Newspapers.

These number between three and four hundred Volumes of Canadian Newspapers, published in various parts of the Dominion.

History of Early Education in Upper Canada.

In the early Sixties, I was authorized to employ Mr. George Coventry, of Cobourg, to collate from the old Newspapers of Upper Canada all the references which he might find in them to Education in this Province. These references were subsequently embodied in the first Volumes of the "Documentary History of Education in Upper Canada." I also got Mr. Coventry to copy the "Simcoe Papers," which were sent to the Parliamentary Library at Ottawa.

After the various objects of Art and other contents of the Educational Museum and Library had been arranged, it was formally opened to the Public, and notice was given that they could now be visited at any time. In that notice Doctor Ryerson thus explained the character and object in view in establishing the Museum:

This Educational Museum is founded after the example of what is being done by the Imperial Government as part of the System of Popular Education,—regarding the indirect as scarcely inferior to the direct means of training the minds and forming the taste and character of the people. What I have done in this branch of Public Instruc-

tion, is the result of a small annual sum which, by the liberality of the Legislature, has been placed at my disposal, out of the Upper Canada share of School Grants, for the purpose of improving School Architecture and promoting Art, Science and Literature by means of Models, Objects and Publications, collected in a Museum in connection with this Department. The Museum contains a collection of School Apparatus for Common and Grammar Schools, of Models of Agricultural and other Implements, of specimens of the Natural History of the Country; of Casts of Antique and Modern Statues and Busts, etcetera, selected from the principal Museums of Europe, including Busts of the most celebrated characters in English History; also copies of some of the work of the Old Masters of the Dutch, Flemish, Spanish, French, and especially of the Italian Schools of Painting. These Objects of Art are labelled, for the information of those who are not familiar with the originals, but I have not yet been able to prepare a Descriptive Historical Catalogue of them. In the evidence given before the Select Committee of the British House of Commons, it is justly stated "that the object of a National Gallery is to improve the Public taste, and to afford a more refined description of enjoyment to the mass of the people"; and the opinion is, at the same time, strongly expressed, that, as "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desirable, even in England, that those, who have not the opportunity, or means, of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raphael, Rubens, and other great Masters of Painting, an object no less desirable in Canada than in England. What I have proposed and attempted is merely an appendage to the Department of Public Instruction, and a part of a projected Provincial School of Art and Design, as is carried out successfully on a more extensive scale in England, and as was contemplated and provided for in the erection of our Normal School Buildings.

In his Annual Report to the Lieutenant-Governor for 1875, the Honourable Adam Crooks, the new Minister of Education, thus referred to the Educational Museum as he had received it from the Chief Superintendent of Education:

THE EDUCATIONAL MUSEUM OF THE DEPARTMENT.

The Museum branch of the Education Department is probably the most attractive, as it is both suggestive and instructive. The other three branches are:—(1) The Department proper, for the administration of the Laws relative to the Public and High Schools. (2) The Normal School for the training of skilled Teachers. (3) The Depository for the supply of Maps, Apparatus and Prize, Library and School Books.

The Educational Museum is founded after the example of what has been done by the Imperial Government as part of the System of Popular Education,—regarding the indirect, as scarcely secondary to the direct, means of forming the taste and character of the people.

The Museum consists of a collection of School Apparatus for Public and High Schools, of Models of Agricultural and other Implements, of specimens of the Natural History of the Country, casts of antique and Modern Statues and Busts, etcetera, selected from the principal Museums in Europe, including the busts of several of the most celebrated characters in English and French History, also, copies of some of the works of the great Masters in Dutch, Flemish, Spanish, and especially of the Italian Schools of Painting. These objects of Art are labelled for the information of those who are not familiar with the originals, but a descriptive Catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated that "the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people"; and the opinion is at the same time strongly expressed that as "people of taste going to Italy constantly bring home beautiful copies of beautiful originals," it is desirable, even in England, that those who have not the opportunity or means of travelling abroad,

should be able to see, in the form of an accurate copy some of the works of Raffaelle and other great Masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of Public Instruction is in part the result of a small annual sum, which, by the liberality of the Legislature, has been placed at the disposal of the Education Department, out of the Ontario Education Grants, for the purpose of improving School Architecture and Appliances, and to promote Art, Science and Literature, by the means of Models, Objects and Publications, collected in a Museum connected with the Department.

SPECIAL RECORD OF THE GRATUITOUS DISTRIBUTION BY THE HONOURABLE ADAM CROOKS, MINISTER OF EDUCATION, TO VARIOUS INSTITUTIONS IN THE PROVINCE, OF AN INTERESTING COLLECTION OF OBJECTS AND APPARATUS FROM THE MUSEUM AND EDUCATIONAL DEPOSITORY, AND BOOKS FROM THE LIBRARY OF THE EDUCATION DEPARTMENT IN 1881-83; ALSO THE GRATUITOUS DISTRIBUTION MADE IN 1903-04 BY THE HONOURABLE RACHARD HARCOURT, MINISTER OF EDUCATION.

Of the Museum Collection of various objects and articles of interest and value, as increased from time to time, as herein detailed, a great number of them, (including Engravings to the value of more than three thousand dollars) were, with other such things, distributed gratuitously to the following Institutions, by direction of the Honourable Adam Crooks in 1881, besides Books and Apparatus from the Departmental Library and Depository, to the aggregate value of several thousand dollars.

I: TO THE UNIVERSITY OF TORONTO.

1. Per Professors Wilson and Loudon:

A series of 13 Astronomical Models, value	$240	
Two Glass Cases and Table, value	100	
An Air Pump, value	80	
A Barometer, value	40	
A Planiscope, value	30	
A Microscope, value	22	
	——	$512
Besides Philosophical Apparatus, Maps, Charts and other articles from the Educational Depository, to the value of	$499	

2. To Professor Chapman:

A set of Models of Chrystals, value		$40

3. To Professor Ramsay Wright:

A collection of Insects, (1), injurious, and (2), beneficial to Agriculture,* value	$200	
A collection of Insect Architecture, value	75	
Skeleton of a Snake, in Case and Stand, value	5	
	——	$480

4. To Professor Galbraith:

Plan of Paris, value	$50	
Plan of Sebastopol	25	
Model of Culvert	25	
	——	$100
Besides Books from the Departmental Library and a Globe from the Educational Depository to the value of		$91

* This beautiful Collection of mounted specimens of Insects, injurious and beneficial to Agriculture, was exhibited at the Paris Exhibition of 1867. I purchased them specially for our Museum after the Exhibition was closed.

II. To the School of Practical Science, Toronto.

Telescope, complete, and Stand, value	$200	
Collection of Minerals and Fossils of Nova Scotia,	200	
Collection of other Canadian Minerals and Fossils	100	
Collection of English Minerals and Fossils, (579 in all)	100	
Collection of 67 Stuffed and dried Fishes	150	
Collection of Japanese Shells,	100	
Collection of ten Natural History Sketches,	50	
Three Glass Cases, at $20 each	60	
One Glass Case,	50	
Microscopes,	43	
Set of Marshall's Charts,	37	
Collection of Botanical Specimens,	20	
Collection of Geological Specimens,	20	
Specimens of Lava,	30	
Corals and other Natural History Specimens	30	
Electrical Machine,	60	
		$1,250
Besides Books, Maps and other articles from the Depository, to the value of		$946

III. To the Agricultural College, Guelph.

European Models of Agricultural Implements, value	$200	
Collection of Birds and Mammals, value	300	
Collection of Canadian Insects, value	50	
		$550
Magic Lantern and Seventy Slides, a Barometer, an Electrical Machine, an Air-Pump, a Planetarium (cost included in articles from the Educational Depository).		
Besides there was loaned to the Agricultural College, forty-nine large steel Engravings of English and Foreign Subjects and Scenes and Pictures of the Normal Schools at Toronto and Ottawa; also Six Medallions from the Museum.		
Note.—These Engravings, Pictures and Medallions were subsequently given gratuitously to the College by Mr. Crooks, estimated value		$180
In addition, there were sent from the Departmental Library and Educational Depository, Books, Maps, Charts, Philosophical and School Apparatus, as well as and a large variety of Chemical glassware, and other miscellaneous articles to the value of		$7,581

IV. To the Government Departments at Toronto from the Educational Depository.

1. To the Attorney General's Office, Maps to the value of	$49 70	
2. To the Public Works Department, Maps to the value of	49 70	
3. To the Treasury Department, Maps to the value of	49 70	
4. To the Crown Lands Department, Maps to the value of	64 70	
5. To the Provincial Treasurer's Office, Maps to the value of	64 70	
		$278 50

V. To the Parliamentary Library.

2,041 Volumes of Books and bound Newspapers from the Departmental Library, value	$3,974	
Maps and Globes, Planetarium from the Depository, value	147	
		$4,021

VI. To Various Teachers' Associations.

5,160 Volumes of Books from the Departmental Library and Educational Depository to the value of		$2,283

VII. To Various Public Institutions.

1. To the Toronto Lunatic Asylum:

38 Volumes from the Educational Departmental Library, value..	$121	
697 Volumes from the Depository, value	574	
Apparatus, Globes and Maps, from the Depository, value	373	
		$968

2. To the Hamilton Lunatic Asylum:

772 Volumes from the Educational Depository, value	$523	
19 Volumes from the Departmental Library, value	14	
50 Volumes from the Normal School, ...	38	
Special Nitrogen Apparatus from Educational Depository, value..	27	
Apparatus, Maps and Globes, from Educational Depository, value	92	
Chemicals and Apparatus from Educational Depository, value ..	108	
Barometer from Educational Depository, value	20	
		$822

3. To the London Lunatic Asylum:

4 Volumes from the Departmental Library, value	$28	
714 Volumes from the Educational Depository, value	513	
Apparatus, Maps and Globes, value	271	
47 Volumes from Model School	35	
		$847

4. To the Rockwood Asylum, Kingston:

892 Volumes from the Educational Depository, value	$616	
Chemicals, Maps, Globes and Apparatus, value	245	
22 Volumes from Model School	19	
		$880

5. To the Andrew Mercer Reformatory:

2,128 Volumes from the Educational Depository, value	$722	
6 Volumes from Departmental Library, value	42	
101 Volumes from the Model School, value	76	
Apparatus, Maps, Globes and Charts, value	272	
		$1,112

6. Asylum for Idiots, Orillia:

240 Books from the Educational Depository, value	$147	
Apparatus, Maps and Object Lesson, value	25	
		$272

7. Institution for the Blind, Brantford:

Models of Animals from the Museum, ($34)		
223 Volumes of Books from the Depository, value	$286	
Chemical and other Apparatus, and Maps, value	439	
		$725

8. The Central Prison, Toronto:

697 Volumes of Books from the Educational Depository, value....	$439	
Maps, Charts, Globes, from Depository, value	147	
		$586

9. Institute for the Deaf and Dumb, Belleville:

3,730 Volumes from the Educational Depository, value	$1,214	
226 Volumes from Model School, value	130	
Apparatus, Maps and Object Lesson, value	125	
From the Educational Depository, value	1,069	
		$2,413

10. Boys' Reformatory, Penetanguishene:		
707 Volumes from the Educational Depository, value	$223	
304 Volumes from the Model School, value	230	
Apparatus, Maps and Globes, to the value of	506	
		$959
Total from the Depository to these ten Institutions		$9,586

VIII. To the Various Other Public Institutions from the Departmental Library and Educational Depository.

1. To the University of Toronto, and Professors Wilson and Loudon, value	$499	
To Professor Galbraith	91	
To Professor Pike, value	117	
2. To the School of Practical Science, value	425	
3. To the Agricultural College, Guelph, value	7,581	
4. To the Government Department, Toronto, value	278	
5. To the Parliamentary Library, value	4,021	
6. To various Teachers' Associations, value	2,283	
7. To Poor and other Public and Separate Schools during 1896 to 1898, value in part	5,055	
8. To ten various Institutions, (as above)	9,586	
	$29,394	
Less from Departmental Library as per Estimate	8,108	
		$21,286

In 1884, a number of historical Works, Maps, etcetera, relating to Canada were loaned from the Departmental Library by the Attorney General's Department, for the use of the Ontario Boundary Commissioners, but they were never returned.

Of the Books relating to Canada which I purchased in London in 1865, and which were specially bound for our Library, Eighty Volumes were given gratuitously by the Honourable Adam Crooks, to the Parliamentary Library. They were lately burned in the fire at the Parliament Buildings.

Thus one of the finest typical collections of its kind in America has been scattered, and lost sight of as a whole by the people who visit our Museum. There is a small number in this City which belittle the valuable collection of Paintings in the Museum, and think it should be replaced by more modern Paintings. I am sorry to find that in the Museum, devoted to copies of Paintings of the "Old Masters," the choicest of them had been removed! On enquiry I found that the Honourable Richard Harcourt, the Minister of Education, had given permission to have these Pictures decorate the walls of the Normal School Class Rooms.

Lovers of Art have come from far and near to see this fine collection, which now has been placed in, to them, inaccessible places.

Note.—The present Minister of Education, the Honourable Doctor Pyne, has decided that the "Old Masters" will be restored to their former place in the Educational Museum.

Books, Pamphlets and Bound Newspapers Gratuitously Distributed, by Direction of the Honourable R. Harcourt, Minister of Education in 1904, 1905.

I. Sent to Mr. Alexander Fraser, M.A., Provincial Archivist, in November, December, 1904, and January, 1905.

History of Public Offices, 1846; Report of Public Departments, 1839, 22 Volumes; Ontario Gazette, 22 Volumes, 1889—1899; Canada Gazette, 23 Volumes, 1841—1863; Bills of Canada, 2 Volumes; Canada, Reports of Commissions, in 8 Volumes, 1828—1853; Chamber Political Annals, 1763; Parliamentary Papers, relating to Canada, 16 Volumes, 1828—1844; Reports of Finance, Canada, 1850; Imperial Parliamentary Papers relating to Canada, 1828—1835, 1836—1784, 6 Volumes; Public Accounts, Canada, 1839—1851, several Volumes; Parliamentary Papers, Canada, 1812—1819, 2 Volumes; United States Pacific Railroad Surveys, 13 Volumes; United State Senate Reports of Meteorological Observations, 1854—1859, 10 Volumes; United States Coast Surveys, 12 Volumes; several hundred Pamphlets relating to Canadian Subjects; the Chief Superintendent and the Minister's Reports for the years 1847—1902; Volumes 2—10 of Hodgins' Documentary History of Education in Upper Canada; Journal of Education for Upper Canada from 1848 to 1877; a Set of Modern Public School Text Books, 17 Volumes; a Set of Modern High School Text Books, 15 Volumes; Miscellaneous Text Books, 19 Volumes; Various old Toronto Directories; Dawson's Lake Superior and Lake Huron Report, 1850; Maps of Canada, 6 Volumes, 4 to 9; Lower Canada Parliamentary Journals and Appendices, 1834—1837; Les Ursulines de Quebec, 1864; Geological Reports of Canada, 26 Volumes; Plans of Geological Reports, 5 Volumes; Toronto Normal School Jubilee Volume, 1847—1897; Miller's Educational System of Ontario; Miller's School System of the State of New York; Miller's Technical Education in Massachusetts; Ontario Scripture Readings; Hodgins' School Architecture and Hygiene; McEvoy's Technical Education; A Report on Technical Education, 1890; Special Report on Education in Europe and America; Seath's Manual Training; the Ryerson Memorial Volume, 1844—1876; Miscellaneous collection of old Blue Books of Canada on Trade and Navigation, Railways and Canals, Department of Marine and Fisheries; Auditor-General and Postmaster General's Report, etcetera. Miscellaneous collection of old reports from England with regard to Affairs in the Colonies, Various Dominion Sessional Papers, also Parliamentary Papers and Blue Books; Bound Newspapers, 110 Volumes.

II. Sent to the Universities of Ottawa.

Reports of the Minister of Education and the Chief Superintendent from 1847 to 1892; Journal of Education for Upper Canada from 1848 to 1877; Documentary History of Education in Upper Canada, Volumes 2 to 11, inclusive; Vassar's Lives of the Painters, 2 Volumes; Reports of the Commissioner of Education at Washington, 6 Volumes; Hodgins' Report on Education at the Centennial Exhibition, 1876; Departmental Statutes and Regulations; Hodgins' Separate Schools in Upper Canada, (History and Legislation); Les Guepes Canadennes by A. La Derriere; Lectures and Reports by Horace Mann; University Problems by D. Gilman; G. W. Ross' Universities of Canada, Great Britain and the United States; Hand Book of Canada; Sent to Victoria College, Toronto, 20 Bound Volumes of Newspapers.

III. Sent to the Industrial School at Mimico.

Forty-four Volumes of Dickens', Scott and Thackeray's Works.

Most of an important collection of Pamphlets (764), which I had made, were sent to the Provincial Archivist by the Honourable Richard Harcourt, Minister of Education, in 1904. He also sent a number of the bound Newspapers to Victoria College Library, and to the Toronto Globe and Hamilton Spectator.

Summary of Gratuitous Grants to Various Public Institutions in Ontario made by the Honourable Adam Crooks in 1881-83.

From the Educational Museum	$3,162	
From the Departmental Library	8,108	
		$11,270
From the Depository		21,279
		$32,549
20 Maps, Books, and Apparatus sent as an outfit to the Ottawa Normal School, estimated value	$3,850	
To the same in part to the Toronto Normal School	1,900	
		$5,750
To 382 Volumes of Bound Newspapers sent to the Parliamentary Library at 75c. per Volume for binding		280
Total value of Special Objects, Collection in Volumes Books; Maps and Apparatus gratuitously distributed by direction of Mr. Crooks, as per foregoing		$38,579

Summary of the Gratuitous Distribution from the Educational Library, Museum and Depository in 1881 and 1904-5.

1. By direction of the Honourable Adam Crooks, in 1881-83	$38,579
2. By direction of the Honourable Richard Harcourt in 1904-05, estimated value	1,275

Distribution of Surplus Copies of the Minister's Annual Report and Other Educational Documents.

Although copies of the Annual Report and other Documents were sent in each year to various Colleges and other Educational Institutions in the Dominion yet, in order that all of these Institutions should receive them, the following Circular was addressed to the various Colleges and Normal Schools in each Province and in Newfoundland:

We have some extra copies of the Annual Reports of the Minister of Education for this Province, and also copies of the Provincial School Acts and Regulations of previous years, as well as of the Documentary History of Education for Upper Canada, (except Volume One).

Should you desire it, the Minister has authorized the sending to the Institution, over which you preside, such copies of these Reports, Documentary History, School Acts and Regulations and other Documents as may not be in your collection.

Other Official Documents, issued by the Dominion Parliament, and relating to Banking, Finance, Trade Statistics, Emigration and other Public Matters, as well as United States School Reports and those of other Countries, could also be sent to you, if so desired. You would be kind enough, in that case, to furnish the Department with a list of such works on the various subjects as you may desire to have sent to you, and also lists of such of them as you may already have in your Library.

Please address your Reply to the Deputy Minister of Education.

J. George Hodgins,
Librarian and Historiographer to the Education Department of Ontario.

Toronto, 12th May, 1903.

Gratifying Reports were received from these various Colleges and other Institutions. I insert the two following ones as they express more fully than do the others the thanks of those to whom these Reports and Documents were sent:—

FROM THE ST. CHARLES SEMINARY AT SHERBROOKE.

We would be greatly pleased to accept the Volumes which are mentioned in your Circular, as we have none of them.

In 1897, our Library was destroyed by fire and we have thereby lost a great number of Books.

We have all the Documents of the Province of Quebec, but those of the Upper Canada are yet missing to us.

So your offer would be of a great help to us, and we count upon your generosity to enlarge our Library with these Books.

SHERBROOKE, P.Q., June 4th, 1903. C. A. GARIEPY, *Librarian.*

FROM ST. LAURENT COLLEGE NEAR MONTREAL.

I thank you, sincerely, for your most generous offer of supplying this Classical College with various sets of Official Documents of the Province of Ontario and of the Dominion Parliament.

Of course, we accept such a generous offer, all the more readily, gratefully, and eagerly, as our "Canadian Library" (a special Library, separate from the general Library), contains not a single Book, or pamphlet, of the Province of Ontario, and of the Federal Government, nor of any other Province of Canada, except the Province of Quebec, all of whose Reports, Statutes, etcetera, we have, or very nearly so. Therefore, Dear Sir, you may send us Copies of such valuable publication of your Province and of the Dominion Parliament, which you mention. These Documents shall fill quite a void in our Canadian Library. Please address:—The Reverend Principal of the Classical College of St. Laurent, near Montreal, Province of Quebec.

ST. LAURENT, May 18th, 1903. M. A. MCGARRY, D.D., *Principal.*

CEREMONY OF OPENING THE NORMAL SCHOOL BUILDINGS, 1852*

The ceremony of publicly opening the new Normal and Model Schools for Upper Canada, took place on the Twenty-fourth of November, 1852. The beautiful and ample Theatre of the Institution was filled by a large assemblage. During the day of opening the Buildings were visited by hundreds of persons, and they took a lively interest in seeing the handsome structure and its spacious Lecture Rooms and the new Offices of the Education Department. The entire cost, including the purchase of the Site of Seven and a half acres of Land, in the heart of the City, of Toronto, was not much less than Twenty-two thousand pounds, (£22,000=$88,000).

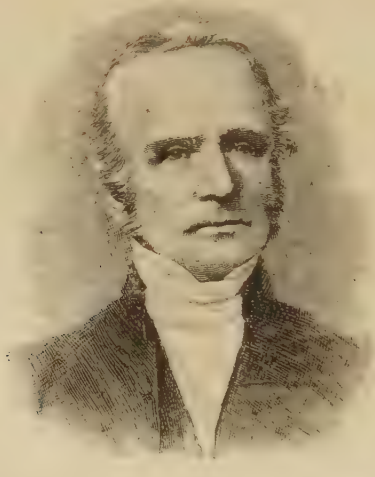
The following is a brief description of the Buildings: The Front is of Palladian character, having for its centre four pilasters of the full height of the Building, with pediment surrounded, when erected, by an open Doric Cupola, Ninety-five feet in height. The Offices of the Department are on the ground floor of the main structure. The Theatre, or Lecture Hall, is on the ground floor of this Building, and is lighted from the roof and sides.

* In 1847 the Gore District Council petitioned the Legislature against the establishment of the Normal School, as altogether unsuited to a Country like Upper Canada, and an unnecessary expense to the Country. The Petition is published in the Seventh Volume of the Documentary History of Upper Canada, pages 114-116.

The Boys' and Girls Model School Buildings are in the rear of the main structure, as seen in the illustration, and may be reached by a Corridor from the Theatre. There is also an entrance from the East for Boys, and from the West for Girls.

The Chair, on the occasion of the Ceremony of Opening, was filled by the Honourable Samuel Bealy Harrison, County Judge and Chairman of the Council of Public Instruction. On the platform were the Honourable the Chief Justice of Upper Canada; the Honourable Inspector General Hincks; the Reverend Doctor McCaul, President of the University of Toronto; the Reverend Doctor Ryerson, Chief Superintendent of Education, and others.

The Honourable Mr. Harrison said it had fallen to his duty, as Chairman of the Council of Public Instruction, to preside at this Meeting. These buildings have been fitted up for the purposes of promoting Common School Education in the Province.

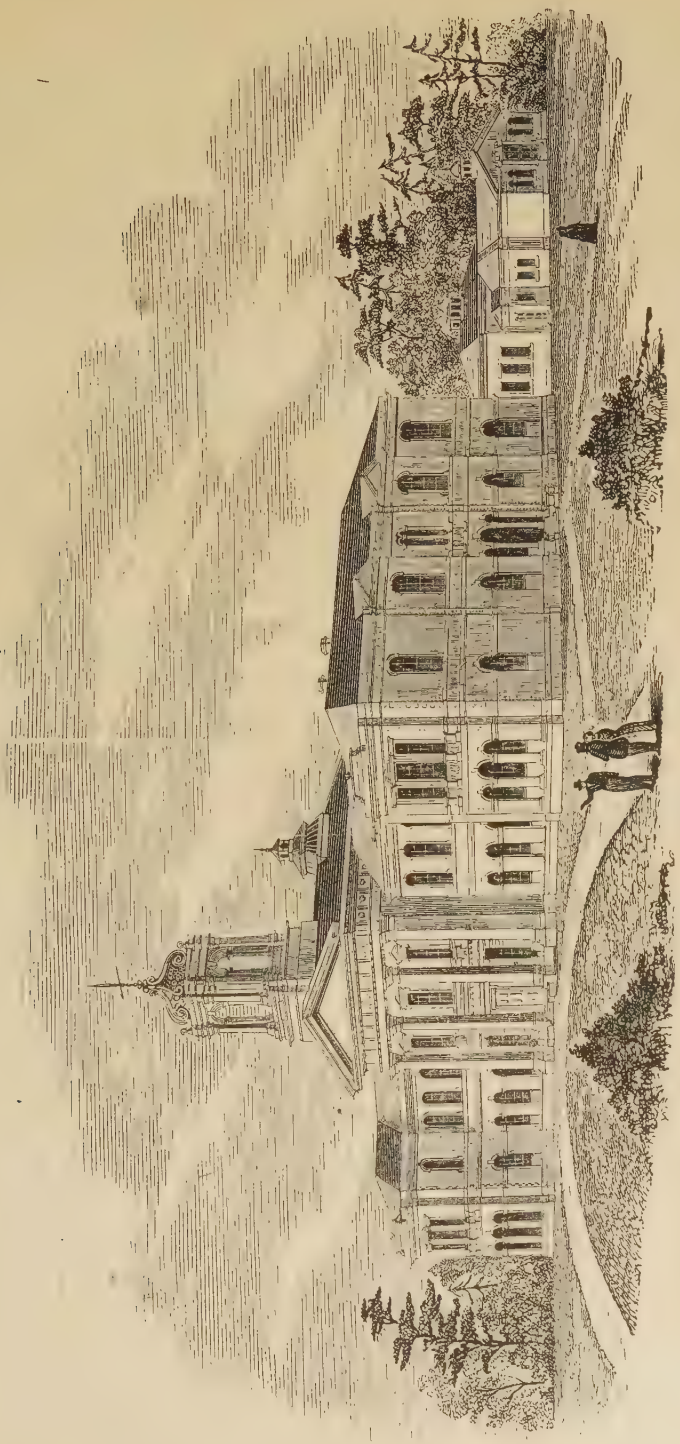


SIR JOHN BEVERLEY ROBINSON,
Chief Justice of Upper Canada.

The Reverend Mr. Lillie having offered up a very appropriate Prayer, the Chairman called upon the Honourable John Beverley Robinson, Chief Justice of Upper Canada, to address the Meeting. He said:

MR. CHAIRMAN,—It is an event of no ordinary interest that we are met to celebrate. It is now publicly announced that the Building which the Province has erected for the accommodation of the Normal and Model Schools and Education Offices is completed; and has been taken possession of by the Officers of the Department. I have found it difficult to comply with the request of Doctor Ryerson, that I would take a part in the proceedings. It would have been more difficult for me, however, wholly to decline a request which I could not but feel that the Chief Superintendent of this most important Institution had right to make, not more on account of the deep interest which ought to be taken in the work in which he is engaged than on account of the ability and industry and the unabated zeal with which he devotes himself to the duty.

I believe I am expressing the general sentiment when I declare my admiration of the handsome Edifice in which we are assembled. It would have been inconsistent with the circumstances of this yet new Country to have expended much of the revenues



THE NORMAL AND MODEL SCHOOL BUILDINGS, TORONTO, ERECTED IN 1851.

necessary for the supply of so many pressing and growing wants, in decorating this structure with the massive columns and elaborate carving which are required for creating an imposing grandeur of effect; but we have here provided in a style fairly in keeping with the Country, and with the object, a large, substantial, and well proportioned Building of durable materials, and yet of light appearance, and in its interior arrangements, well adapted to its purpose. I have heard it generally spoken of as a striking ornament of the City, in which it occupies a convenient appropriate position, and by whose inhabitants I trust it will come to be regarded in successive generations with growing favour. In my own judgment it does great credit to the taste and talents of the Architect, Mr. Cumberland.

It is to the system of Religious, Intellectual and Moral training that is to be carried on within these walls that the deeper interest attaches; for we stand now around the fountain from which are to flow those streams of Elementary Instruction which, while the Common School System endures, must be conducted from it into every City, Township and Village in Upper Canada,—I might almost say conducted to every Farmer's, Mechanic's and Labourer's dwelling; for the law has provided amply and certainly for placing, at no distant day, the education which can be obtained in this Normal, with its practicing Model Schools, within the easy reach of all. There will be no impediment, from distance, no difficulty from straitened means; the most densely crowded quarters of our Towns, and Cities, and the remotest corners of our Rural Districts, will be sure to have their School Houses, their Teachers, their Books and their Maps and Apparatus.

Whoever reads the Common School Acts and considers the provision which they make to diffusing the System of Instruction which they authorize, will see that its effects must inevitably pervade the whole mass of our population. And at what a time is its efficiency about to be felt! I speak with reference to the impulse given to Agriculture and Commerce, the spirit of enterprise called forth by the improvements in Science, and the remarkable proofs which we are witnessing of the vivifying influence of increased population and of increased wealth. It would be difficult, I think, to point out a Country in which, at any period of its history, the results of such an Educational System could have deserved to be regarded with greater interest,—or watched with more intense anxiety. It is not only the City which this Building adorns that is concerned in these results,—not merely the surrounding country, whose inhabitants will enjoy more convenient access to this Institution,—not Upper Canada alone, for the lower portion of the Province is scarcely less directly interested in whatever must influence the composition and acts and counsels of a Government and Legislature common to both. We may say with truth, that the interest even extends much farther.

It is common for us to hear of that great experiment in government in which the vast Republic near us is engaged. The world, it is said, has a deep interest in the result, and none, it is more true, have stronger motives than ourselves for wishing that the experiment may prove successful in attaining the great objects of all good governments,—by preserving order within the boundaries of the Country governed, for it is unfortunate to live near unruly neighbours, foreign, or domestic, and unsafe, while we happen to be the weaker party. But in Canada, and the other Provinces of British North America, we have an experiment of our own going on, in a smaller way to be sure, but still on a scale that is rapidly expanding,—and an experiment of no light interest to our Glorious Mother Country, or to mankind.

We occupy a peculiar and a somewhat critical position on this Continent, and more than we can forsee may probably depend upon the manner in which our descendants may be able to sustain themselves in it. It will be their part, as it is now ours, to demonstrate that all such freedom of action as is consistent with rational liberty, with public peace, and with individual security, can be enjoyed under a Constitutional Monarchy as fully as under the purest democracy on earth,—to prove that, in proportion as intelligence increases, what is meant by liberty is better understood, and what is soundest and most stable in government is better appreciated and more firmly sup-

ported. The glorious career of England among the Nations of the world demands of us this tribute to the tried excellence of her admirable Constitution; it should be our pride to show that, far removed as we are from the splendours of Royalty and the influence of a Court, Monarchy is not blindly preferred among us from a senseless attachment to antiquated prejudices, nor reluctantly tolerated from a sense of duty, or a dread of change; but that, on the contrary, it is cherished in the affections, and supported by the free and firm will of an intelligent people, whose love of order has been strengthened as their knowledge has increased,—a people who regard with loyal pleasure the obligations of duty which bind them to the Crown, and who value their Kingly form of Government not only because they believe it to be the most favourable to stability and peace, but especially for the security it affords to life and property, the steady support it gives to the laws, and the certainty with which it ensures the actual enjoyment of all that deserves to be dignified with the name of freedom.

As soon as the Legislature of Canada determined to apply so large a portion of its revenue to the support of Common Schools, it became necessary to the satisfaction and useful working of the System that an Institution should be formed for the instruction and training of the Teachers, and it was a great advantage that, before the circumstances of this Country first called for such a measure, and rendered its application practicable on a large scale, the efforts of many enlightened and judicious persons in other Countries has been for years directed to the subject; and all the questions of Discipline, distribution of Time, Methods of imparting Knowledge, Subjects of Instructon, and the extent to which each can be carried, had engaged attention and had stood the test of experience. Many valuable Books had been compiled expressly for the use of such Schools, and great care and diligence had been used in making selections from the abundant stores of knowledge already available. And so far as these political considerations are concerned, which it would be culpable ever to lose sight of, we can fortunately profit, without hesitation, by all these important aids, being bound by the common tie of allegiance to the same Crown, and having the same predilections in favour of British Institutions as our fellow-subjects of the United Kingdom.

Without such a general preparatory system as we see here in operation, the instruction of the great mass of our population would be left in a measure to chance. The Teachers might be many of them ignorant pretenders, without experience, without method, and, in some other respects, very improper persons to be intrusted with the education of youth. There could be little, or no, security for what they might teach, or what they might attempt to teach, nor any certainty that the good, which might be acquired from their precepts, would not be more than counterbalanced by the ill effects of their example. Indeed, the footing which our Common School Teachers were formerly upon, in regard to income, gave no adequate remuneration to intelligent and industrious men to devote their time to the service. But this disadvantage is largely removed, as well as other obstacles, which were inseparable from the conditions of a thinly peopled and uncleared Country, traversed only by miserable roads, and henceforward, as soon at least as the benefits of this great Provincial Institution can be fully felt, the Common Schools will be dispensing throughout the whole of Upper Canada, by means of properly trained Teachers, and under vigilant superintendence, a System of Education, which has been carefully considered and arranged, and which has been for some time practically exemplified.

An observation of some years has enabled most of us to form an opinion of its sufficiency. Speaking only for myself, I have much pleasure in saying that the degree of proficiency which has been actually attained, goes far, very far beyond what I had imagined it would have been attempted to aim at. It is evident indeed that the details of the System of our Schools have been studied with great care, and that a conformity to the approved methods has been strictly exacted; and I believe few, if any, have been present at a periodical examination of the Normal School without feeling a strong conviction that what we have now most to hope for and desire is, that such a course of instruction as they have seen exhibited should be carried on with unre-

laxed diligence and care. Of course, I shall be understood to be speaking only with reference to those branches of knowledge which formed the subjects of examination.

There is, we all know, a difficulty which has met at the threshold those who have been influential in establishing Systems of National Education; I mean that which arises from the number of Religious Sects, into which the population is divided. Whatever difficulty it has occasioned in England, or Ireland, must be expected to be found here, applying with at least equal, if not more than equal force. I should be unwilling to suppose that any doubt could exist as to my own opinion on this question; and scarcely less unwilling to be thought so unjust and so uncandid as not to acknowledge and make allowance for the difficulties which surround it. They are such I believe as no person can fully estimate, until he has been called upon to deal with them, under the responsibility which the duties of Government impose. In the mean time, resting assured as we may, that no General System of Instruction can be permanently successful which has not the confidence and cordial approval of the sincerely Religious portion of the community,—that portion I mean, who will think it worse than folly to aim at being "wise above that which is written,"—we must wait with hope and patience for the solution which this difficulty, to which I allude, may receive in other Countries more competent to grapple with it,—trusting that what may ultimately be found to be the safe and satisfactory course, may, by the wisdom and good feeling of the majority, be adopted among ourselves. When conflicting opinions upon this subject shall have been reconciled, so as to secure the full confidence and approval of those who are not indifferent to Religious duties and considerations, it may be hoped that the Educational System, which is now being matured, may arrive at that state of perfection, in regard to the Regulations connected with it, that the Legislature may be able to leave it to operate from year to year without disturbance, or material change, so that all classes may become familiar with its working, and that a feeling of attachment to it may have time to form before all associations connected with the subject shall be broken up by the introduction of a new machinery. For it is not under such disadvantages that Institutions like this can do their work. They require to be able to pursue their course of daily duties in peace, and free from the distraction of uncertainty, and the agitation and anxiety of change.

I close these observations by again adverting to the very remarkable period in the history of this Province at which the Normal School of Upper Canada and the Department of Education have taken possession of their magnificent home. We are advancing with a rapidity that surprises ourselves, scarcely less than the people of other Countries who have been suddenly awakened to the truth of our astonishing, but inevitable progress. It was but a few weeks ago that I read in the *Westminster Review*, one of the leading English periodicals that deals most frequently with Colonial subjects, an article written expressly for the purpose of impressing upon the British public a due sense of the importance of the North American Provinces, and of the great interests which with surprising rapidity are springing up within them, and claiming the attention of the Mother Country. In all of these extensive Colonies, distinguished as they are by a loyal and generous appreciation of their position as portions of the British Empire, the same spirit of enterprise is at this moment in active employment with the aid of singular advantages, in developing their great national resources. Everything that we can see and feel at the present time, or can discern in the future, is full of encouragement to the Farmer, the Mechanic, and the Labourer,—and as for the Liberal Professions, it is impossible that they can languish among a prosperous people. When it was proposed in 1840 to unite the Provinces of Canada, the scheme first submitted to Parliament was to confer Municipal Institutions, by erecting in the whole territory five great District Councils for Municipal Legislature. But this suggestion was wisely, I think, abandoned, for these five Councils would have constituted so many little, but not sufficiently little, Parliaments, inconveniently clashing with the Provincial Legislative Body. In place of these we see established in our numerous Counties, Townships, Cities, Towns and Villages, Councils which better comport with the idea of purely Municipal

Corporations, occupying themselves in improving the material and social condition of their respective localities, and smoothing, if I may so express myself, the asperities of a rough,—because a new, Country. That these Corporate Bodies may know how to use, without abusing, their powers, it is indispensable, that the great body of the people, by whom they are elected, should be intelligent and well disposed,—able to distinguish between the evil and the good, not in morals only, but in what we may call, in some degree, matters of policy and government. Nothing can insure this but early discipline, and early and sound instruction. It is true that a little learning may, in some cases, do harm rather than good to the individual who possesses it, and may make him less valuable, because a more dangerous member of society than he might have been without it. But these are exceptional cases. It would be as wise to reject the use of Railways because an occasional Train runs off the track as to hesitate to give education to the multitude for fear it may in some instances be perverted, as no doubt it sometimes is, to bad purposes. But in truth this question is now decided in every Free Country, and speculations about the comparative advantages in promoting or neglecting education would be a useless waste of time. The multiplying calls for intelligence in the varieties of employment, which are daily increasing,—the wonderful cheapness and facility which improvements in the art of printing have given in the production of Books and Newspapers, and the quickened circulation of intelligence, which we derive from liberal postal arrangements and the magic wonders of the Telegraph, must make the necessity of being able to read and write so great, and the desire to do so nearly universal, that the few who remain without such instruction will be made to feel the marked inferiority of their position. And soon it will be literally true, that, in Upper Canada, there will be no excuse for any person endowed with ordinary capacity being found in a condition so degrading to a freeman, and so unsuitable to an accountable being. With everything to urge and to tempt them to the acquisition of knowledge, and everything to aid them in obtaining it, it will be impossible that the people of Canada can do otherwise that feel that, in their case, emphatically, "poverty and shame shall be to him that refuseth instruction."

It must take time, no doubt, before the prevailing influence of education can be so fully felt. The dispersion through so large a Country of a sufficient number of well qualified Teachers by the instrumentality of this Normal School, cannot be instantaneous. Various circumstances concur to limit the number pressing forward in each year to avail themselves of its advantages,—but the advance will still be rapid. It will be a quickly multiplying process. Each well informed and well trained Teacher will impart what he has learned to many, who, in their turn, though they will not all be Teachers, will all contribute in some degree, by what they have acquired, to raise the general standard of intelligence;—crimes and vices, no doubt there will be, while there are men born with impetuous passions and with weak understandings; but the number of offences must be diminished, for there will be fewer to countenance, and more to reprove them. . . .

We shall have, I hope, from the Reverend Superintendent, and from other Gentlemen, some interesting details of the system and progress of the Normal and Model Schools, which have been founded on so liberal a scale, and are to be henceforth so admirably accommodated. And I am sure you will heartily and sincerely unite with me in the wish, that they may become powerful instruments in the hands of Providence for advancing the welfare of this Province, and promoting the temporal and eternal happiness of its people.

The Honourable Francis Hincks, Inspector General of Public Accounts, then addressed the meeting. He said:

I have seldom found myself in a position of a greater embarrassment than I do on the present occasion, having to follow a Gentleman of the ability and eloquence of the Chief Justice, who has just addressed you . . . When the Reverend the Chief

Superintendent of Education spoke to me in Quebec two or three weeks ago upon the subject . . . he was kind enough to invite me to take part in the proceedings. I felt not only from the interest I have taken in Common School Education, but from the position which I occupy, that it was my duty to avail myself of the opportunity of being present at such a Ceremony. I feel that it is the duty of Members of the Government to endeavour to be present upon occasions like this, and I only regret that, since I have been a Member of the Government, I have so seldom been able to avail myself of Meetings of a similar character to the present. . . . As my worthy friend the Chairman has said, I have taken an interest in the various Bills which have been introduced upon the subject of Education. I may say with regard to this, as well as to our Municipal and our Assessment Laws, and other important Measures, I am one of those who think that we cannot arrive at perfection at first. It requires the practical experience of the people themselves in working out these public systems before we can reach anything like perfection. All the various Measures introduced upon the subject of Common School Education have been improvements upon the measures that have preceded them, and I certainly think that the friends of the System of Elementary Education which has prevailed in this Province must feel proud upon the present occasion, for this event is a great triumph to their principles. There has been a great deal of opposition to anything like a System of Education, from persons who have not given so much attention to the subject as those who have matured the present School Act. . . . I believe our School System has been worked in such a way as to give advice rather than to dictate to the people. A great deal of power has been left with the people, through their local representatives; and the Chief Superintendent of Education has rather endeavoured by moral influence to induce the people to adopt a uniform System of Education, and a uniform series of School Books, and other improvements . . .

With regard to this Institution, it has been most successfully conducted, and I feel bound to say that we must attribute all the merit of that success to the Reverend Gentleman who has been at the head of our Common School System.

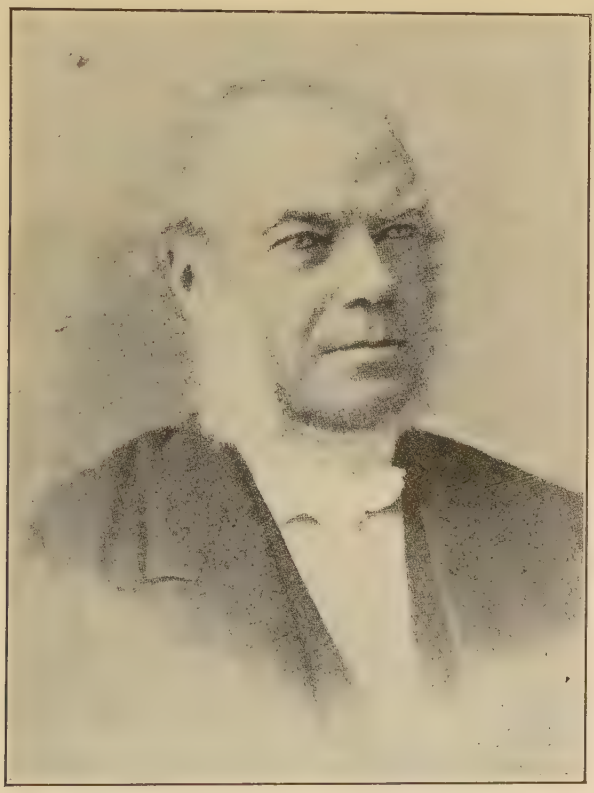
It is only due to that Reverend Gentleman that I should take this public opportunity of saying that since I have been a Member of the Government, I have never met an individual who has displayed more zeal, or more devotion, to the duties he has been called upon to discharge, than the Reverend Doctor Ryerson . . .

The Reverend Doctor McCaul, President of the University of Toronto, said:—

I would congratulate the Chief Superintendent of Education, and the Members of the Council of Public Instruction, on the success which had attended their exertions. The Building itself is an ornament to the City, and a credit to the Architect, and as we look around upon this beautiful Theatre,—and bear in mind the admirable arrangements which have been made throughout every part of the Edifice, we cannot but feel satisfied that the remark has been justly made by the Inspector General,—that the appropriated funds have been most judiciously expended in the erection of this pile of Buildings, whose inauguration we are now celebrating.

But what, I would ask, is the chief thing which gives interest to this Meeting? It is not the pile of Buildings, however tasteful the design and substantial the execution,—not the Rooms, however capacious and convenient; no, it is something which commands a higher and a deeper interest than the graces of architecture or the commodiousness of arrangement,—it is the work that is to be carried on within these walls,—a work second in importance to none in the Province, for it is destined to perpetuate its benign influence throughout successive generations. Yes, the stamp which education impresses, however faint at first, or difficult of recognition, remains permanent and enduring, and continues indelible from age to age,—so that whatever be the national characteristics of the population of Canada, the influence of that System of Instruction which was brought forward, as has been stated, in 1841, and spread throughout the Country by

the agency of the Normal School will be perceptible in its distinctive features. The diffusion of Education by qualified Instructors is the grand and ultimate end of the work to be pursued within these walls, but the immediate object is the preparation of the Teachers, through whose agency this end is to be attained. Now the work of preparing competent Instructors in the Schools comprehends not merely the necessary literary and scientific qualifications, but the teaching them "how to teach",—a most important distinction; because, in the experience of those best acquainted with this subject, it is not the most finished scholar, nor the man of greatest information that is



THE REVEREND JOHN McCAUL, LL.D.,
First President of the University of Toronto.

best qualified to communicate it, for it frequently happens that those who have the highest attainments are not the most effective Teachers. Hence the necessity of the Normal School, with its drill and its discipline. Even though it be true that the aptitude to teach is the gift of nature, yet who does not know that the gifts of nature are susceptible of improvement by art,—that endowments which might have laid inactive, or have been but merely imperfectly developed, are thus matured and called into effective operation?—that the most favourable direction and the most advantageous exercise of the faculties are communicated by rules,—which are the result of experience?

And how important is it that Teachers should be properly qualified for the duties of their responsible office! of what immense consequence to the community at large, whose interests are so deeply involved! Of what vast importance too to the body of Teachers themselves, as forming a profession! Time was, when little attention was

paid to the dignity of this most honourable occupation,—when neither the community, nor the Teachers themselves, seemed to have adequate ideas of the importance of the office of Instructor. But these things have happily been in a great measure remedied. Teaching is now pursued, not as an occupation, hastily taken up for want of a better, to be as hastily thrown off when something more advantageous presents itself, but as a permanent pursuit, requiring much previous study and training, and calling into exercise the highest and best of man's intellectual and moral endowments. The community too, while they have become sensible to the danger of trusting their children, whose happiness both here and hereafter may depend on the character of the instruction received, to persons incompetent for the task, have also learned that they cannot expect that task to be properly discharged if they treat those who devote themselves to it, with little liberality and less respect, and force the best qualified among them, from want of the remuneration which they have a right to expect, or of the consideration which is their due, to apply their abilities to other pursuits. But I have said that the diffusion of the blessings of Education throughout the Land is the ultimate end of the work which is to be pursued within these walls. What mind can justly estimate,—what tongue can adequately express—the benefits that must flow from such a diffusion? What influence will it have in elevating the tastes and in repressing low and debasing habits? And oh! how many there are, who, if they had but the avenues of enjoyment thrown open to them which education presents, would never have fallen into the grovelling habits which have ruined both themselves and their families. But, in another respect too, the diffusion of education must exercise a most important influence throughout the Country. We live in times when the tendency is to a diffusion throughout the masses, of a greater amount of political privilege than has hitherto been usual. The times exist when the majority of the people must exercise political privileges, and if so, of what immense importance is it that the masses should be educated,—that they should be placed in such a position that they should know their independence and understand their rights,—that they should possess that power, which education gives, of protecting themselves against religious or political, imposters.

The learned Chief Justice has referred to the advantages which we enjoy under our form of Government. Of what consequence it is that the people should be able to understand, and be prepared to show, that they maintain their allegiance to the British Crown and their adherence to the limited monarchy under which they live, not through any antiquated prejudices, nor yet through any traditionary veneration, but because, though familiar with the operation of another form of Government on the other side,—and I underrate not the advantages of that system, for there are many things in it which we might safely imitate. We, however, prefer that which we have, entertaining the well grounded conviction that under a limited monarchy, such as that of England, we can enjoy all real advantages and all real individual liberty for ourselves and for our children, and under it have happiness here, and the means and opportunity of preparing themselves for happiness hereafter . . .

With reference to Religious Education, I have no hesitation in expressing my opinion that one of the features connected with the Normal School which I most admire is, that provision is made for the Religious Instruction of the Student Teachers . . . Some persons believe that no System of Education ought to exist, in which the persons who conduct it do not at the same time communicate Religious Instruction. Others believe that Secular Instruction may be given by one party, and that Religious Instruction should be communicated by those whose special province it is to give such instruction. But, however, that may be, whether the same, or different, persons are to train up our youth in the knowledge and fear of God; of this there can be no doubt, that there is no party in the Province, whose influence is worth considering, that does not believe that Religious Instruction is indispensable, that every System of Education is imperfect, unless accompanied by training "in the nurture and admonition of the Lord."

When I consider the advances already made in Common School Education in this Province, the number of competent Teachers sent out from the Normal School, and the multitude of children receiving instruction, I cannot but feel that there is a prospect of the realization of that hope which I have long cherished, that there would yet be attained in this Province what I regard as perfection in a System of Public Education under public grants. I conceive that the public funds should provide means whereby the successful, but indigent, Scholar might be enabled to pass through the successive stages of education, until he reached his profession, and there developed the abilities which God had given him. That, I conceive, is the perfection of National Education, which places the humblest man, in so far as the prospects of his children are concerned, in a position equal to that of the man of the amplest means. They all knew many, who had sprung from that class, who had done honour to England, and I doubt not, that ere my own career is closed, I shall have the gratification of seeing some of the same class gracing the highest positions in the Province,—who were originally educated at the Common Schools,—who from the Common School proceeded to the Grammar School, where they also received free education,—and from there were admitted to the University, where, by means of the Scholarships provided by that Institution, they qualified themselves for a successful professional career, and by their own ability and industry, blessed by the favour of the Almighty, and fostered by the liberality of the Province, enrolled themselves as members of that aristocracy of talent and learning, which, though it derives no borrowed light from the splendour of ancestry, or the dazzle of wealth, yet shines with a lustre peculiarly its own, the radiance of those purer and brighter beams, which emanate from the self-reliance and independence that characterise the man who, under God, has been the maker of his own fortune.

The Reverend Doctor Ryerson, Chief Superintendent of Education for Upper Canada,* said:—

As allusions have been made to me personally,—allusions which have laid me under deep obligations, and of which I feel myself entirely unworthy, but could not otherwise than excite the most grateful feelings of the heart that my humble exertions were so highly approved by those whose good opinion was worth my highest ambition to deserve,—I feel called upon to make a few explanatory remarks.

This Institution stands forth in some respects as the personification, or the main spring, of that System of Public Instruction, which has extended its ramifications throughout every part of the Province. . . . Although I have given as much attention to the subject of Education as ordinary persons, yet when this great Educational work was assigned to me I felt entirely unprepared to incur the responsibility of devising and introducing a System of Public Instruction without further enquiries, and further investigation, and I am satisfied but for these previous inquiries our Public School System would never have arrived at its present position. The erection of this Building alone is sufficient justification of the course which has been pursued. Had I not visited the various Normal Schools, in both Europe and America, I could not have formed a proper conception of the adjustment of the various parts, and the proper arrangements in a structure of this description.

The allusions that had been made to the taste and skill of Mr. Cumberland, the Architect of these Buildings, were fully merited; and I will say further, that they never would have attained to this state had it not been for the clear, comprehensive and quick conceptions which are characteristic of the intellect of the Architect. . . . I feel myself under the greatest obligations to the ability and cordial co-operation that I have received from the Architect of the Building,—a Building which will stand as a

* As Doctor Ryerson's address was chiefly historical and statistical, I have only partially condensed it in some places.

lasting monument of his taste and skill, as well as the liberality of the Legislature which made the Grant for its establishment.

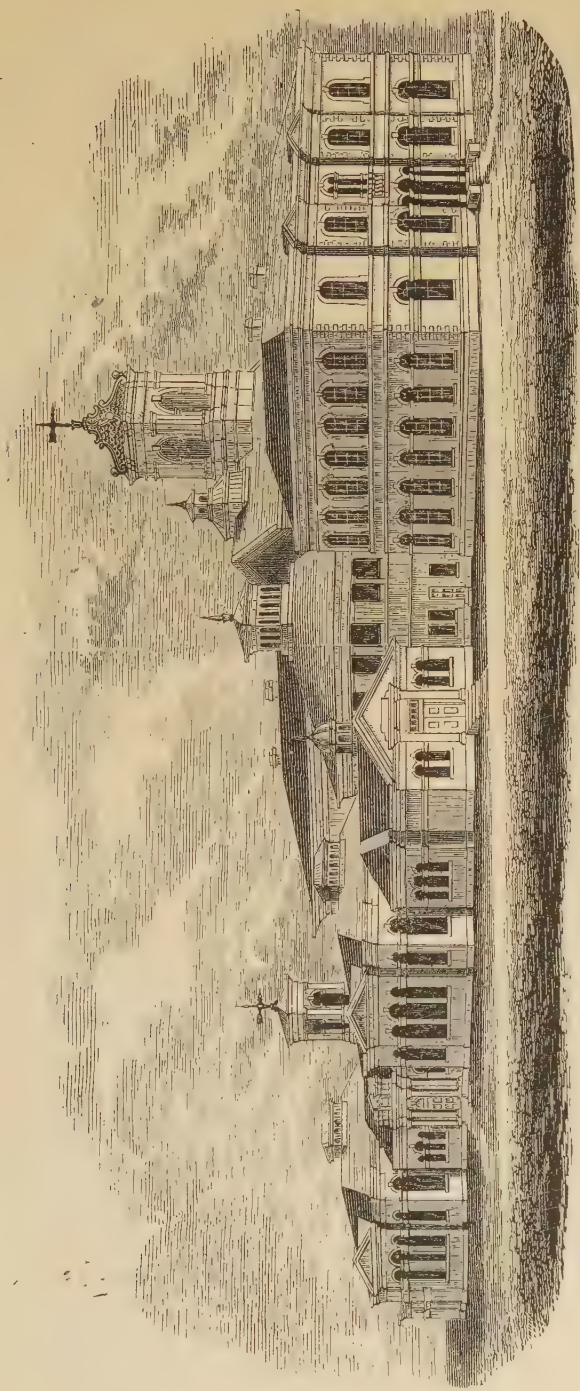
Allusion had been made by Mr. Harrison, the Chairman, to the establishment of a System of Public Instruction. The first Bill,—that of 1841,—providing for a System of Elementary Education in the Province, when introduced into the House of Assembly by the Honourable Solicitor General Day, was seconded by the Chairman himself. Another Bill was introduced into the Legislature two years afterwards,—in 1843,—by the Honourable the Inspector General, and, subsequently, another Bill, prepared in 1846, was merely a perfection of that of 1843,—and the present School Law of 1850, is an improvement and extension of these previous Laws. The first School Law, of 1843, applying to Upper Canada alone, however, has not been materially changed; but the

THE REVEREND EGERTON RYERSON, D.D.

subsequent School Bills introduced into the Legislature have been designed to supply deficiencies, which the progress of the School System rendered necessary.

While the Inspector General had been pleased to refer in a complimentary manner to myself, I have much pleasure in saying, that, although I had more to do with the Inspector General than with any other public man, yet I have never found him refuse any proposition that was fairly submitted to him, and the reasons for it satisfactorily explained. I will say that from the time he first took charge of the Education Department, I have never submitted a Measure or application to the Government, which had not been entertained. I have been assisted in every possible way, and to the utmost extent, to which each successive Government was able to assist me. . . .

There are some individuals who are in the habit of instituting invidious comparisons between Upper Canada and the United States, but I am prepared to meet these



THE EDUCATION DEPARTMENT AND NORMAL AND MODEL SCHOOLS, TORONTO,
Showing Doctor Ryerson's Office in the south-west angle of the Main Building.

persons, and will say, that we are prepared to carry on the Normal School in Upper Canada to an extent, and with a comprehensiveness of instruction, beyond that which exists in the neighbouring State of New York, and at a less expense. The Legislature of New York has appropriated Ten thousand dollars, ($10,000), per annum for the support of their Normal School. That includes ninety pupils in the Experimental (Model) School, and two weeks practice of teaching. The Normal School is built on one of the streets of Albany, and surrounded by no grounds whatever. We have grounds to the extent of several acres. We have over an acre of Botanical Garden, half an acre for an Experimental Fruit and Vegetable Garden, about two acres for Agricultural Experiments, besides a small Arboretum for foreign and domestic Shrubs, and Trees, and we have a Model School with from four to five hundred pupils. We are prepared to teach as large a number of pupils as in the State Normal School in Albany, and we have had one hundred and forty Model School applications within the last week. We are prepared to conduct all these operations on—two thousand dollars, ($2,000), a year less than they conduct the Schools at Albany, without the appendages of Grounds and Model Schools. . . .

I have stated that there was, in connexion with this Institution, Grounds to illustrate the whole course of instruction given in the Normal School by the operations carried on in the neighborhood of the Building. Every one will appreciate the additional advantages young persons will have in going forth to various parts of the Country, so far acquainted with Botany and the Elements of Agriculture as to afford useful and entertaining conversations to the Agriculturists among whom they may associate. The tastes and feelings and social advantages of the Country will be advanced by examples of this kind. There is not an Institution in North America, in which these accompaniments are connected with any Normal School, although every Writer on the subject has spoken of the great advantages that would result from such accompaniments. . . .

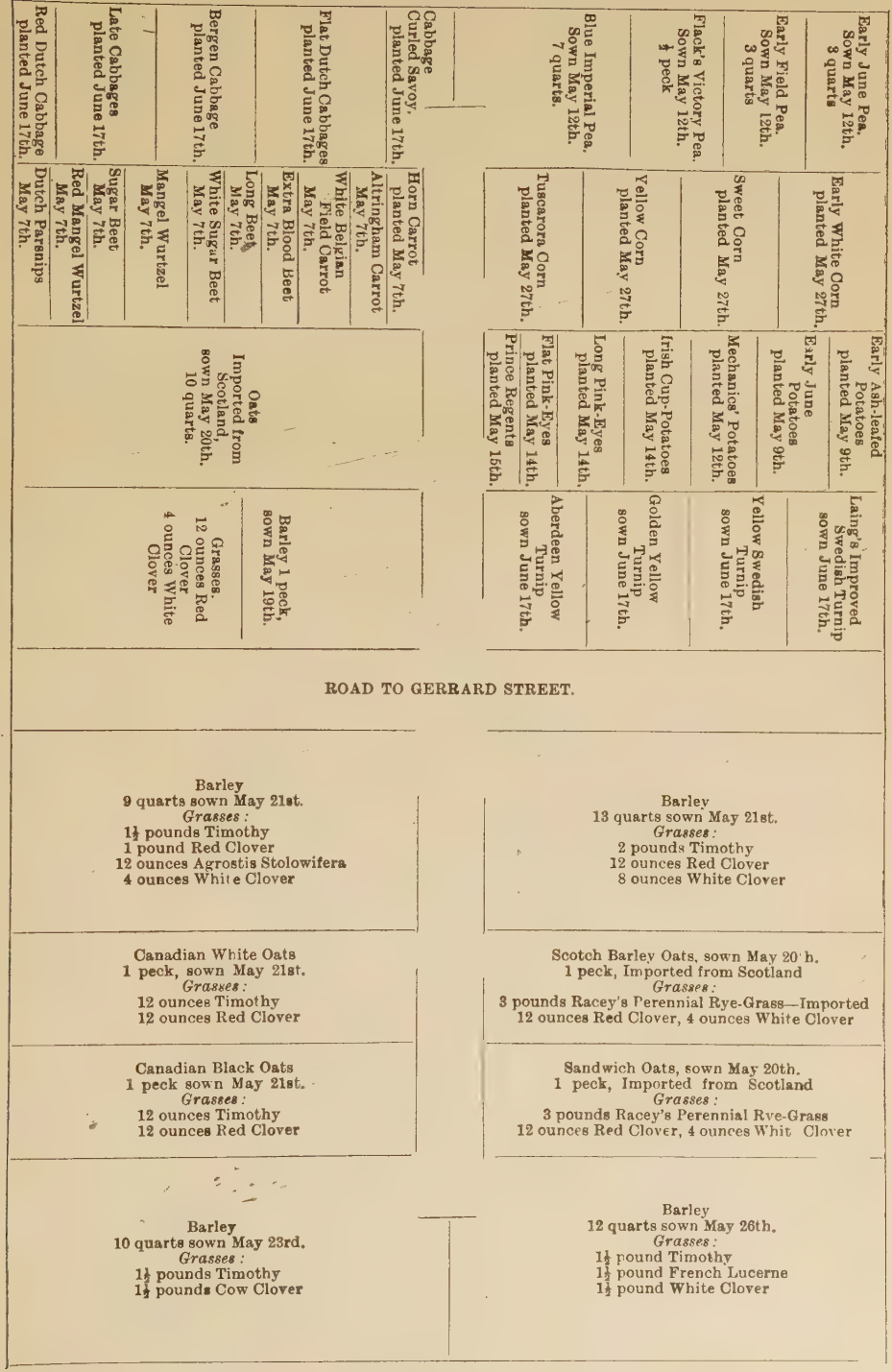
Agricultural Results of the Culture of the Normal School Grounds in 1853.

The Chief Superintendent, in his Address at the opening of the Normal School, having referred to the fact that part of the Normal School Grounds, having been set apart for the testing of Agricultural experiments in connection with Lord Elgin's Prizes for proficiency in Agricultural Chemistry, I have added the following information on the subject, as prepared by Mr. William Mundie, who was in charge of this experimental part of the grounds.

On the establishment, in 1848, by His Excellency Lord Elgin, of Prizes to Normal School Students for proficiency in Agricultural Chemistry, it was deemed expedient by the Council of Public Instruction to set apart portions of the Normal School Grounds as an "Experimental Model Farm" on a small scale. The object was to give the students an opportunity of seeing practically tests carried out, illustrative of the statements and theories of the Agricultural instruction which they had received from their Agricultural Teacher on the subject.

The following is a plan of a portion of the New Normal School Grounds, which were set apart for Agricultural Experiments in the Spring of 1853:

Sketch of the "Experimental Model Farm" in the Grounds of the Normal School, Toronto, during 1853.


Early June Pea. Sown May 12th. 3 quarts
Early Field Pea. Sown May 12th. 3 quarts
Flack's Victory Pea. Sown May 12th. ½ peck
Blue Imperial Pea. Sown May 12th. 7 quarts.
Cabbage Curled Savoy. planted June 17th.
Flat Dutch Cabbages planted June 17th.
Bergen Cabbage planted June 17th.
Late Cabbages planted June 17th.
Red Dutch Cabbage planted June 17th.
Early White Corn planted May 27th.
Sweet Corn planted May 27th.
Yellow Corn planted May 27th.
Tuscarora Corn planted May 27th.
Horn Carrot planted May 7th.
Altringham Carrot May 7th.
White Belgian Field Carrot May 7th.
Extra Blood Beet May 7th.
Long Beet May 7th.
White Sugar Beet May 7th.
Mangel Wurtzel May 7th.
Sugar Beet May 7th.
Red Mangel Wurtzel May 7th.
Dutch Parsnips May 7th.
Early Ash-leafed Potatoes planted May 9th.
Early June Potatoes planted May 9th.
Mechanics' Potatoes planted May 12th.
Irish Cup-Potatoes planted May 14th.
Long Pink-Eyes planted May 14th.
Flat Pink-Eyes planted May 14th.
Prince Regents planted May 15th.
Oats Imported from Scotland, sown May 20th. 10 quarts.
Barley 1 peck, sown May 19th.
Grasses. 12 ounces Red Clover 4 ounces White Clover
Laing's Improved Swedish Turnip sown June 17th.
Yellow Swedish Turnip sown June 17th.
Golden Yellow Turnip sown June 17th.
Aberdeen Yellow Turnip sown June 17th.
ROAD TO GERRARD STREET.
Barley 9 quarts sown May 21st. Grasses: 1½ pounds Timothy 1 pound Red Clover 12 ounces Agrostis Stolowifera 4 ounces White Clover
Barley 13 quarts sown May 21st. Grasses: 2 pounds Timothy 12 ounces Red Clover 8 ounces White Clover
Canadian White Oats 1 peck, sown May 21st. Grasses: 12 ounces Timothy 12 ounces Red Clover
Scotch Barley Oats, sown May 20th. 1 peck, Imported from Scotland Grasses: 3 pounds Racey's Perennial Rye-Grass—Imported 12 ounces Red Clover, 4 ounces White Clover
Canadian Black Oats 1 peck sown May 21st. Grasses: 12 ounces Timothy 12 ounces Red Clover
Sandwich Oats, sown May 20th. 1 peck, Imported from Scotland Grasses: 3 pounds Racey's Perennial Rye-Grass 12 ounces Red Clover, 4 ounces Whit Clover
Barley 10 quarts sown May 23rd. Grasses: 1½ pounds Timothy 1½ pounds Cow Clover
Barley 12 quarts sown May 26th. Grasses: 1½ pound Timothy 1½ pound French Lucerne 1½ pound White Clover
PATHWAY ALONG THE BACK OF THE MODEL SCHOOL.
GERRARD STREET.

Report of the Agricultural Instructor on the Result of the First Year's Culture of the New Normal School Grounds.

Mr. William Mundie, a landscape and practical Gardener, was selected to prepare and submit a Plan of the Grounds for these purposes, and was subsequently appointed to superintend them. The following is Mr. Mundie's account of the first year's operations on these Grounds. These operations were, of course, only preparatory; but the first results were very satisfactory. From the Report, which follows, it will be seen that much in the way of Agricultural Experiment can be done on a small scale, and that utility, in connection with taste, has been consulted in the external, as well as the internal, arrangements of the Provincial Normal School.

Mr. Mundie's Report to the Chief Superintendent of Education is as follows:—

I have the honour to submit to you the accompanying Report and descriptive list, containing the results obtained from the crops grown on the "Experimental Farm" Grounds attached to the Normal School and Model Schools, which, together with Thirty-seven specimens of Grains, Roots, Vegetables, and Fruits, I prepared and sent to the Secretary of the Agricultural Association, for exhibition at their last great Annual Show, held at Hamilton . . . I enclose a copy of my Letter to Professor Buckland, Secretary of the Association.

I am also very happy in having to report most favourably of the ornamental part of the Grounds. The Shrubs and Trees, with very few exceptions, have all taken very well; and many of them have grown since planted in the Spring.

The show of Annuals and other Summer Flowers, which were put in temporarily, until the Grounds were so far finished as to allow of the botanical arrangements, have done well.

The following are the reports of the Judges at the Agricultural Exhibition upon the specimens sent from the Normal School Grounds:—

"We have much pleasure in recommending the collection of Grains, Roots, and Vegetables, sent from the Normal School Grounds, to favourable notice, and consider them in every way worthy of the Institution, as also being brought out in a manner well calculated to convey both useful and interesting information to the Student."

The Judges on the Horticultural Department also noticed them as follows.—

"A fine collection of Grains, Roots, and Vegetables, with a report, thereon, from the Normal School Grounds, is highly commendable, as conveying information to the Students from experiments."

Toronto, October 25th, 1853. William Mundie, *Agricultural Instructor.*

Report of the Governor General of the Distribution of his Prizes in Agricultural Chemistry to Normal School Students.

The following Letter was sent to Lawrence Oliphant, Esquire, (who was then Secretary to Governor General Lord Elgin), reporting, for His Excellency's information, the proceedings which took place at the distribution of his Prizes in Agricultural Chemistry to Students of the Normal School.

I have the honour to enclose herewith for the information of His Excellency the Governor General the following Documents, namely:—

1. Printed Questions for His Excellency's two Prizes in Agricultural Science in the Normal School for Upper Canada. 2. Report of Examiners. 3. Programme of the Examination. 4. List and Prices of Books presented to the successful Competitors.

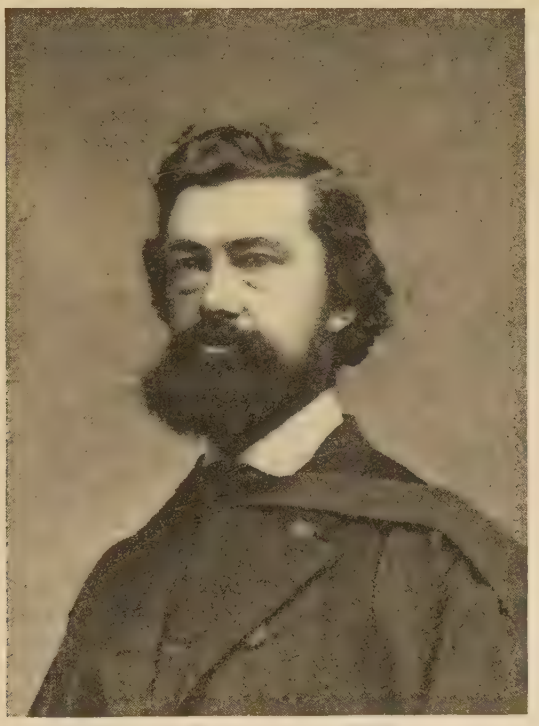
The Prizes were distributed, on behalf of His Excellency, by the Honourable John H. Gray, M.P.P., of the Province of New Brunswick.

Toronto, October 30th, 1854. Egerton Ryerson.

THE NORMAL SCHOOL FOR ONTARIO.—ITS DESIGN AND FUNCTIONS.

Prepared by John Herbert Sangster, M.A., M.D., Head Master.

This Institution is designed to train Common School Teachers, so as to fit them for the more efficient discharge of their varied and important duties. Although essentially a Training School, rather than a mere School of Instruction, in the ordinary sense of the term, the majority of those received as Students-in-training are so deficient in scholastic attainments that it is found necessary to include in its



JOHN HERBERT SANGSTER, M.A., M.D.

Course of Instruction, not merely discussions on the principles of education and methods of teaching, but also the actual teaching of most, or all, of the branches of Common School study. It is conceded by all who have devoted any attention to the subject that "to teach well one must be possessed of adequate knowledge; in a word, must be well informed"; and as more than nine-tenths of those who apply for admission to the Normal School do not possess anything like that amount of information and general knowledge which the advancing spirit of the age very properly demands on the part of those who would become Educators of youth, the Normal School Masters are compelled to supplement, by Lectures on the different Branches of Study embraced in an ordinary English education, the early training,

or want of training, of those who enter its walls. Every Lecture, therefore, given in the Normal School is delivered with a two-fold object:—

1st. To convey to the Class of Students-in-training a certain amount of information on the subject on which it treats; and,

2nd. To give this information in such a manner, that, making the necessary allowance for difference of age and attainments, it may serve as a model of the method in which the same subject is to be discussed before a class of children.

Terms of Admission to the Normal School.

Two Sessions are held each year,—the first commencing on the 8th of January, and closing on the 15th of June, and the second beginning on the 8th of August and terminating on the 22nd of December. Females over sixteen years of age, and males over eighteen years of age, who present Certificates of moral character from their Clergymen, are eligible for admission upon successfully passing the Entrance Examination. No charge is made for tuition, and the Students are supplied by the Education Department with such Text Books as they require at half the usual price. If admitted, each Student is required to sign a Declaration that in coming to the Institution his object is to better qualify himself for the discharge of his duties as a Teacher; that it is his intention to devote himself to the profession of teaching in Canada; and that he will strictly keep all the Rules and Regulations of the Institution.

Periodical Examinations in the Institution.

The Entrance Examination is held on the third and fourth days, after the opening of the Session, (the first two days being occupied in receiving names, etcetera), and after it commences no new applications for admission are entertained. This, like all the other Examinations of the School, is in writing on printed Questions, and, although the requirements for entrance are not very formidable, the Papers are read with such strictness that, upon an average, one in ten is sent back for further preparation. After the work of the Session commences written test Examinations are held once every six weeks, and on these occasions all who are found to have fallen behind the Class, either through carelessness, or want of ability, are required to withdraw for the remainder of the Term. Thus, only those arrive at the close of the Term who can proceed to the final Examination with a reasonably good prospect of obtaining a Certificate to teach. Taking one Session with another, about one-fifth of those actually admitted at the commencement drop off before the close, either through ill-health, or inability to keep up with the work of the Term, while, of those who write at the final Examinations, only about five-sixths are successful in obtaining Certificates.

Classification of the Normal School Students.

The Students in attendance are sub-divided into senior and junior Divisions,—the former consisting, for the most part, of those who have already spent one or more Sessions in the Institution, and who hold Second or First Class Certificates therefrom. Newcomers, who are found, upon examination at the commencement of the Session, to be sufficiently far advanced, are admitted to the Senior Class, but few are found competent to successfully prosecute the work of that Division until after they have studied for one, or two, Sessions in the Junior Class.

The Governing Body and Teaching Staff of the Institution.

The Consolidated Common School Law enacts that "The Governor may appoint a Council of Public Instruction for Upper Canada, to consist of not more than nine Persons, (of whom the Chief Superintendent of Education shall be one), to hold office respectively during pleasure, and such Council shall, in the exercise of its duties, be subject to all lawful orders and directions, from time to time, issued by the Governor."

The Act empowers this Council:—"To adopt all needful measures for the permanent establishment and efficiency of the Normal School for Upper Canada, containing one, or more, Model Schools, for the instruction and training of Teachers of Common Schools in the Science of Education and the Art of teaching." It also authorizes the Council:—"To make, from time to time, the Rules and Regulations necessary for the management and government of such Normal School; to prescribe the terms and conditions on which Students will be received and instructed therein; to select the location of such School, and erect, or procure and furnish the Buildings therefor; to determine the number and compensation of Teachers, and of all others who may be employed therein; and to do all lawful things which such Council may deem expedient to promote the objects and interests of such School." And it requires the Council "To transmit annually, through the Chief Superintendent of Education, to the Governor, to be laid before the Legislature, a true account of the Receipt and Expenditure of all Moneys granted for the establishment and support of the Normal School."

The same Act directs the Chief Superintendent of Education:—"To take the general Superintendence of the Normal School; and use his best endeavours to provide for and recommend the use of uniform and approved Text Books in the Schools generally." It makes him also "responsible for all Moneys paid through him, in behalf of the Normal and Model Schools," and requires him "to give such Security for the same as the Governor may require." It further declares that:—"The Chief Superintendent of Education, on the recommendation of the Teachers in the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification which shall be valid in any part of Upper Canada until revoked; but no such Certificate shall be given to any Person who has not been a Student in the Normal School."

The teaching staff of the Normal School consists of a Head Master, a Second Master and other Teachers, as follows:—John Herbert Sangster, M.A., M.D., Head Master; Reverend Wm. H. Davies, B.D., Second Master; J. George Hodgins, LL.D., Barrister-at-Law, School Law Lecturer; William Armstrong, C.E., Drawing Master; Samuel Clare, Teacher of Book-keeping and Writing; Henry Francis Sefton, Music Master; Major Henry Goodwin, Teacher of Gymnastics and Calisthenics.

On Friday afternoon of each week the Ministers of the different Denominations meet their respective Classes for Religious Instruction. The Exercises are opened each day by reading a portion of the Holy Scriptures, and a form of Prayer sanctioned by the Council of Public Instruction.

Special Preparations for Duties as Teachers.

It has already been pointed out that every Lecture given in the Normal School is given in such a manner that, making the necessary allowance for difference of age and attainments, it may serve as a model of the manner in which the Teacher may treat the same subject before a Class of children. In addition to this, how-

ever, the Students-in-training receive a thorough Course of Lectures on the Science and Art of Teaching, and they spend a portion of each week in the Model School, where, under the supervision of skilled Teachers, they are required to take charge of the various Classes, and conduct the lessons so as to give practical effect to the instructions received in the Normal School.

The Lectures on Education in the Normal School embrace the following Course:—

I. Art of teaching; characteristics of the Successful Teacher; qualification, manners, habits, temper, tone of mind, etcetera.

II. Modes of securing the co-operation of the Pupils; how to secure attention; how to interest the Class.

III. Intellectual teaching,—in what it consists; how secured.

IV. Mode of giving questions; kinds of questions; purposes served by each kind; characteristics of good style of questioning.

V. Mode of receiving answers, and of criticizing them; requirements by way of answering.

VI. Correction of errors; recapitulations, etcetera.

VII. How to teach,—(*a*) Reading; (*b*) Spelling; (*c*) Arithmetic; (*d*) Grammar; (*e*) Composition; (*f*) Writing; (*g*) History; (*h*) Geography; (*i*) Geometry; (*j*) Algebra; (*k*) Philosophy; (*l*) Object Lessons; (*m*) other subjects.

VIII. Organization of Schools; Classification of Pupils; Monitor Teachers,—their use and abuse; School Buildings and arrangements; School Furniture and Apparatus, etcetera.

IX. School Management; Time Tables and Limit Tables; School Rules; School Register; Roll Book; Visitors' Book; School Discipline; Rewards and Punishments.

X. Principles of Mental and Moral Philosophy, as far as applicable to the elementary School Room; Mental, Moral and Physical Culture of childhood.

XI. General principles of Education.

The above Course embraces in all about seventy Lectures, of one hour each.

The Students in attendance are divided into Classes of about nine each, under the superintendence of a leader, whose duty it is to get the Lessons assigned to his Class, and distribute them, the day before they are to be taught, among the Members thereof, so as to give them time for preparation. The Classes go alternately to the Model School, each spending a complete day there in rotation. The Class on duty in the Model School is subdivided in three sections, of three each, and these are detailed to the several Divisions of the Model School. Thus every Student knows the night previously what Division he is to be attached to the following day,—what Lessons he has to teach, and their exact limits. He is exempted that evening from all work for the Normal School, and is held responsible for the thorough preparation of his work for the Model School. Moreover, as no Student is required to teach any subject the method of teaching which has not already been discussed in his hearing, in the Normal School, it follows that the teaching at the commencement of the Session mainly falls to those Members of the Class who have already passed one, or more, complete Sessions in the Institution,—the newcomers for the time being merely looking on and familiarizing themselves with the working of the School; towards the close of the Term, however, the teaching in the Model School is mainly confined to the newcomers.

The result of each Lesson given is entered in the "Model School Training Register," one page of which is assigned to each Student-in-training. The numbers are entered in the appropriate columns by the Model School Teachers, from one,

implying great excellence, to six, representing complete failure. The Training Registers are sent to the Head Master of the Normal School once a month, and such private commendation, or admonition, is by him awarded to the Students-in-training as each case seems to merit. When the Student indicates, by his course in the Model School, that he is not likely to make a useful Teacher, he is recommended to withdraw.

To supplement these training exercises, the Students are, as often as practicable, divided into Sections,—each of which is taught in some assigned subject,—by the Members thereof in succession, in presence of the Masters of the Normal School. At the close of each Lesson the Students are required to criticize the manner in which it was taught, and offer suggestions for improvement thereon, etcetera.

At the close of the Session the mark awarded for aptitude to teach is determined, partly by the Model School Report, partly by the success and energy with which each Student conducts the Class Recitation in presence of the Masters of the Normal School, and partly by the general character for ability and energy he has earned for himself during the term.

Provincial Certificates Granted by the Chief Superintendent of Education.

The Chief Superintendent of Education, on the recommendation of the Masters of the Normal School, and under the authority of the following Section of the Consolidated Common School Act for Ontario, grants to the Students of the Normal School Provincial Certificates of Qualification as Common School Teachers in any part of this Province.

The Certificates are divided into Classes, in harmony with the general Programme, according to which all Teachers in this Province are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the Certificate, according to the following form:—

This is to Certify, that ———— having attended the Normal School during the ———— Session, 18——, and having been carefully examined in the several branches named in the margin, is hereby recommended to the Chief Superintendent of Education, as eligible to receive a First, (or Second), Class Certificate of Qualification, as a Common School Teacher in Ontario, according to the "Programme of the Examination and Classification of Common School Teachers," revised by the Council of Public Instruction, on the 17th day of December, 1858.

———————

Head Master.

———————

Second Master.

Standing in the Different Branches,
Number 1 being the highest and 6 the lowest.

Reading .....
Spelling .....
Writing .....
Arithmetic .....
Grammar .....
Composition .....
Education .....
Aptitude to Teach .....
Geography .....
History .....
Algebra .....
Geometry .....
Mensuration .....
Natural Philosophy .....
Chemical Physics .....
Chemistry .....
School Law .....
English Literature .....
Drawing .....
Music .....
Book-Keeping .....
Punctuality and Regularity . .
Conduct .....

In Accordance with the foregoing recommendation, and under the authority vested in the Chief Superintendent of Education by the 107th Section of the Ontario Consolidated Common School Act, (22nd Victoria, Chapter 64),

I do hereby grant to ———————— a First, (or Second), Class Certificate of Qualification, as a Common School Teacher, of the grade and standing above indicated, which Certificate shall be valid in any part of Ontario, until revoked by this Department, (or for one year, as in the case of Second Class Certificates, Grade C).

Toronto,————, 18——. Chief Superintendent of Education for Ontario. Recorded in Certificate Register A of ————————————
the Department, Number ——.

[L.S.]

————————————
Registrar.

Prior to the Ninth Session no Provincial Certificates were issued. The Head Master certified as to the attendance and conduct of the Pupils, but such Certificates did not qualify the holders to become Teachers in the Common Schools.

LORD ELGIN'S OFFICIAL REPORT ON THE SCHOOL SYSTEM OF UPPER CANADA, 1847-1853.

From an admirable and comprehensive Report, addressed to the Colonial Secretary, by Lord Elgin, on the State of this Province, I insert those portions of it relating to the progress of Education in Upper Canada, as His Excellency had observed it during the years 1847-1853.

I have already pointed out, in the Documentary History of Education in Upper Canada, the invaluable service, as well as official report, which Lord Elgin rendered to Doctor Ryerson during the whole period of his administration of the Government of Canada. Doctor Ryerson has himself, at the conclusion of his annual Report, fittingly referred to the practical aid which Lord Elgin's hearty co-operation afforded him at a somewhat critical period of our Educational history.

At the close of Lord Elgin's administration of the Government of Canada, he thus sketched the history and operations of our Public School System, from 1847 to 1853, in a Despatch addressed to Sir John Pakington, the then Secretary of State for the Colonies.

Progress of Education in Upper Canada, During the years 1847-1853.

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25. I extract from a general Statistical Abstract, compiled from returns in the Educational Department for Upper Canada, some interesting details with respect to the comparative state of Education in Upper Canada in the years from 1847 to 1853, inclusive. In the former of these years, the Normal School, which may be considered the foundation of the School System, was instituted, and, at the close of the latter, the first volume was issued from the Education Department to the Public School Libraries, which are its crown and completion. If it may be affirmed of Reciprocity with the United States, that it introduces a new era in the Commercial History of the Province, so may it, I think, be said of the latter (Library) measure, that it introduces a new era in its educational and intellectual history. The subject is so important, that I must beg leave to say a few words upon it before proceeding to other matters.

SKETCH OF THE PUBLIC SCHOOL LIBRARY SYSTEM OF UPPER CANADA.

In order to prevent misapprehension, however, I may observe that the term School Libraries does not imply that the Libraries in question are specially designed for the benefit of Common School Pupils. They are, in point of fact, Public Libraries, intended for the use of the general population; and they are entitled School Libraries, because their establishment has been provided for in the School Acts, and their management confided to the School Authorities.

26. Public School Libraries then, similar to those which are now being introduced into Upper Canada, have been in operation for several years in some States of the neighbouring Union, and many of the most valuable features of the Canadian Library System have been borrowed from them.

In most of the States, however, which have appropriated funds for Library Purposes, the selection of the Books has been left to the Trustees appointed by the different School districts, many of whom are ill qualified for the task, and the consequence has been, that the travelling pedlars, who offer the most showy Books at the lowest prices, have had the principal share in furnishing the Libraries. In introducing the Library System into Upper Canada, precautions have been taken which will, I trust, have the effect of obviating this great evil.

27. In the Upper Canada School Act of 1850, which first set apart a sum of Three thousand pounds, (£3,000,) for the establishment and support of School Libraries, it is declared to be the duty of the Chief Superintendent of Education to apportion the sum granted for this purpose by the Legislature under the following conditions. "That no aid should be given towards the establishment and support of any School Library unless an equal amount be contributed, or expended, from local sources for the same object," and the Provincial Council of Public Instruction is required to examine, and, at its discretion, recommend, or disapprove, of Text Books for the use of Schools, or Books for the School Libraries,—"Provided that no portion of the Legislative School Grant shall be applied in aid of any School, in which any Book is used that has been disapproved of by the Council, and public notice given of such disapproval."

28. The Upper Canada Council of Public Instruction, in the discharge of the responsibility thus imposed upon it, has adopted, among the General Regulations for the establishment and management of Public School Libraries in Upper Canada, the following rule,—

"In order to prevent the introduction of improper Books into the Libraries, it is required that no Books shall be admitted in any Public School Library established under these Regulations which is not included in the Catalogue of Public School Library Books prepared according to law," and the principles by which it has been guided in performing the task of selecting books for these Libraries are stated in the following extract from the Minutes of its proceedings,—

1. "The Council regards it as imperative that no work of a licentious, vicious, or immoral, tendency, and no works hostile to the Christian Religion, should be admitted into the Libraries.

2. "Nor is it, in the opinion of the Council, compatible with the objects of the Public School Libraries to introduce into them controversial works on Theology, or works of Denominational Controversy; although it would not be desirable to exclude all historical and other works in which such topics are referred to and discussed, and it is desirable to include a selection of suitable works on the Evidences of Natural and Revealed Religion.

3. "In regard to works on Ecclesiastical History, the Council agree on a selection of the most approved works on each side."

* * * * * * * * * *

29. The Catalogue above referred to and of which I enclose a copy, affords ample proof of the intelligence and liberal spirit in which the principles above stated have been carried out by the Council of Public Instruction. The Chief Superintendent ob-

serves that in the case of the Libraries established up to the present time, the local authorities have, in a large number of instances, assigned the task of selecting Books to the Chief Superintendent, that, in some, they have, by a Committee of one, or more, of themselves chosen all the Books desired by them, and that, in others, they have selected them to the amount of their own appropriation, requesting the Chief Superintendent to choose the remainder to the amount of the apportionment of the Library Grant.

The Chief Superintendent recommends the last as the preferable mode. The total number of Volumes issued from the Education Department to Public Libraries in Upper Canada from November 1853, when the issue commenced, to the end of August last, was 62,866.

Sketch of the System of Public Instruction in Upper Canada.

30. The System of Public Instruction in Upper Canada is angrafted upon the Municipal Institutions of the Province, to which an organization, very complete in its details, and admirably adapted to develop the resources, confirm the credit, and promote the moral and social interests of a young country, was imparted by an Act passed in 1849. The Law by which the Common Schools are regulated was enacted in 1850, and it embraces all the modifications and improvements suggested by experience in the provisions of the several School Acts passed subsequently to 1841, when the important principle was adopted of granting money for the support of Common Schools in each County, on condition that an equal amount were raised within it by local Assessment, for the same purpose, and this principle was, in 1850, first introduced into the Statute Book.

31. The development of individual self reliance and local exertion, under the superintendence of a central authority exercising an influence almost exclusively moral, is the ruling principle of the Educational System of Upper Canada. Accordingly, it rests with the freeholders and householders of each School Section to decide whether they will support their school by Voluntary Subscription, by Rate-bill for each pupil attending the School, (which must not, however, exceed one shilling and threepence per Month,) or by Rates on property. The School Trustees elected by the same freeholders and householders are required to determine the amount to be raised within their respective School Sections, for all School Purposes whatsoever, to engage Teachers from among persons holding legal Certificates of Qualification, and to agree with them as to salary. On the Local Superintendents, appointed by the County Councils, is devolved the duty of apportioning the Legislative Grant among the School Sections within the County, of inspecting the Schools and reporting upon them to the Chief Superintendent. The County Boards of Public Instruction composed of the Local Superintendent, or Superintendents, and the Trustees of the County Grammar School, examine Candidates for the Office of Teacher, and give Certificates of Qualification, which are valid for the County; the Chief Superintendent giving Certificates to Normal School Pupils which are valid for the Province. While the Chief Superintendent, who holds his appointment from the Crown, aided in specified cases by the Council of Public Instruction, has under his special charge the Normal and Model Schools, besides exercising a general control over the whole System which he administers; duties most efficiently performed by the able Head of the Department, the Reverend Doctor Ryerson, to whom the Inhabitants of Upper Canada are mainly indebted for the System of Public Instruction, which is now in such successful operation among them.

The Question of Religious Instruction in the Public Schools.

32. The question of Religious Instruction as connected with the Common School System of Upper Canada is thus provided for in the School Act:—

"That, in any Model, or Common, School, no child shall be required to read, or study, in, or from, any Religious Book, or to join in any exercise of devotion, or Re-

ligion, which shall be objected to by his, or her, parents, or Guardians; but, within this limitation, pupils shall be allowed to receive such Religious Instruction as their Parents, or Guardians, shall desire, according to the General Regulations which shall be provided according to law."

33. The Council of Public Instruction urges the inculcation of the principles of Religion and Mortality upon all the pupils in the School and prescribes the following Regulation upon the subject;—

"The Public Religious Exercises of each School shall be a matter of mutual voluntary arrangement between the Trustees and the Teacher and it shall be a matter of mutual voluntary arrangement between the Teacher and the Parent and Guardian of each pupil, as to whether he shall hear such pupil recite from the Scriptures, or Catechism, or other summary of Religious Doctrine, and duty of the Persuasion of such Parent, or Guardian,—such recitations, however, are not to interfere with the regular exercises of the School."

34. As a further security that these principles will be adhered to, Clergymen recognized by law, of whatever denomination, are made *ex-officio* Visitors of the Schools in Townships, Cities, Towns, or Villages, where they reside, or have pastoral charge.

And the Chief Superintendent of Education remarks on this head;—

"The Clergy of the County have access to each of its Schools; and I know of no instance in which the School has been the place of religious discord, but in many instances, especially on occasions of Quarterly Public Examinations, in which the School has witnessed the assemblage and friendly intercourse of Clergy of various Religious Persuasions, and thus become the radiating centre of a spirit of Christian charity and potent co-operation in the primary work of a people's civilization and happiness."

He adds with reference to the subject generally:—

"The more carefully the question of Religion, in connection with a system of Common Schools, is examined, the more clearly I think it will appear that it has been left where it properly belongs, with the Municipalities, Parents and Managers of Schools —the Government protecting the right of each parent and child; but, beyond this, and beyond the duties and principles of morality, common to all classes, neither compelling nor prohibiting, recognizing the duties of Pastors and Parents, as well as of School Trustees and Teachers, and considering the System of Education for the youth of the Country."

35. The students attending the Normal School are necessarily brought from their homes to Toronto, where that Institution is situated, and consequently drawn from the care of their natural protectors.

In accordance with the principles above laid down the Normal School Authorities consider themselves therefore bound to exercise in their case a closer surveillance over their Religious and moral training.

The following are among the Rules prescribed by the Council of Public Instruction for the government of the Students at the Normal School:—

Each Teacher-in-training is required every Friday afternoon from three to four O'clock punctually to attend the classes for separate Religious Instruction by the Clergyman of the Religious Persuasion to which he, or she, respectively belongs.

Any Students absenting themselves from such exercises, will be required to forward a written explanation of such absence.

The Teachers-in-training are expected to lead orderly and regular lives, to be in their respective lodgings every night before half past nine, and to attend their respective Places of Worship with strict regularity,

Any improprieties of conduct will be brought under the special notice of the Chief Superintendent of Education.

I visited the Normal School in the course of a tour which I recently made through the Western section of the Province and the Address presented to me on that occasion by the Council of Public Instruction contains information of so much interest, that I append an extract from it:—

"After an interval of three years, we the Members of the Council of Public In struction for Upper Canada have great pleasure in again meeting Your Excellency.

"We cordially welcome Your Excellency on this your first visit to an Institution, the erection of which was commenced under Your Excellency's auspices.

"On the occasion of the interesting Ceremony performed by your Excellency, in laying the Chief Corner Stone of the Edifice in which we are now assembled, we adverted to the noble and patriotic objects contemplated by the Legislature on its establishment. Those objects have been kept steadily and anxiously in view, and we have now much satisfaction in presenting Your Excellency with some statistics of the results.

"Since the establishment of the Normal School in the Autumn of 1847, fourteen hundred and fifty six Candidates for admission have presented themselves, of whom, twelve hundred and sixty four, after due examination, have been received; of these, about one hundred and fifty have been carefully trained each year, and sent to different parts of Western Canada.

"That they have been eminently successful in teaching the youth of the Country and elevating the character of our Common Schools, we have been repeatedly assured; and the great and increasing demand for trained Teachers stimulates us to further exertions to increase the number of these meritorious and valuable public servants.

"The liberality of the Legislature in recently providing a fund of Five hundred pounds per annum (£500), towards the relief of Superannuated, or worn out, Teachers, the Council cannot but believe will prove a strong ground of encouragement to many to enter a profession hitherto but ill-requited, while it cannot fail to provoke increased zeal and exertions on the part of those already engaged therein.

"It will be gratifying to Your Excellency to learn that the system of establishing Free Public Libraries throughout Upper Canada, has been put into successful operation during 1853 and 1854. Since December of last year, nearly Seventy-five thousand Volumes of Books, embracing the more important departments of human knowledge, have been circulated through the agency of the Township Municipalities and School Corporations, from which the Council anticipate the most salutary results.

"As an illustration of the cordial cooperation of the people in promoting the System of Public Education, established by the Legislature, we are rejoiced to add that the very large sum of half a million of dollars, ($500,000,) was last year raised by their free action to promote this object, exclusive of Legislative aid."

These facts we are assured will be no less gratifying to Your Excellency than they are cheering to ourselves, and worthy of the people of Upper Canada, and we hope that in the course of a few years, when the Grammar Schools have been effectually incorporated with our Educational System, the general results of our operations will not be less satisfactory.

* * * * * * * * * *

The total number of Teachers employed in the Common Schools in Upper Canada in 1852, is stated at 3,258—Male, 2,451; Female, 807—and their Religious Faith is given as below:—

Methodists	893	Reported "Protestants"	36
Presbyterians	865	Not Reported	28
Church of England	700	Christians and Disciples	25
Roman Catholics	358	Universalists and Unitarians	23
Baptists	196	Other Persuasions	12
Congregationalists	68	Lutherans	9
Quakers	45		

The total number of Common Schools reported for that year was 2,914, and of Separate Schools 18, of which three were Protestant and two were for Coloured children.

37. On a comparison of the educational condition of Upper Canada in the years 1847 and 1853, the following results are arrived at:—

Population between the ages of five and sixteen:—
1847 230,975
1853 268,957

Total Common Schools:—
1847 2,727
1853 3,127

Total pupils attending Common Schools:—
1847 124,829
1853 194,736

Total students and pupils attending Universities, Colleges, Academies, Grammar, Private and Common Schools:—
1847 131,360
1853 203,896

Total amount available for Common School Teachers' salaries:—
1847 ..... £63,780 0 0
1853 ..... 106,881 7 5

Total amount available for Teachers' salaries, Schoolhouses, Libraries, Apparatus:—
1847 ..... No Report.
1853 ..... £132,960 16 5

Average number of months each School has been kept open by a qualified teacher:—
1847 ..... 8½ months.
1853 ..... 10 months.

These figures do not, however, adequately represent the progress which the Common School System has been making, for it has been the policy of the Department rather to encourage the enlargement of the boundaries of existing School Sections than to multiply new ones; and, throughout the whole period, a very material rise in the standard of qualification of Common School Teachers has been taking place, through the instrumentality of the Normal and Model Schools. Free Schools also, as distinguished from Schools in part supported by Rate-bills on the pupils, are rapidly increasing.

No separate return of this particular description of Free Schools was made before 1850. In that year 252 were reported; in 1853 the number had risen to 1,052. Adverting to these and other facts of a like nature, the Chief Superintendent of Education for Upper Canada, in closing his Annual Report for last year, which has just been laid before Parliament, and is not yet in print, thus summarily sketches the result of the educational proceedings of the few past years:—

"It must ever be a source of satisfaction to Your Excellency that, during the period of Your Administration of the Government of Canada, the laws under which our whole School System is now organized have been passed, that our Normal and Model Schools have been established and rendered extensively useful, that the increase of pupils in our Schools, the sums voluntarily provided by the people for their support, the improvements in the modes of conducting them, in the Houses erected for them, as well as their convenience and furniture, have advanced beyond all precedent, that a general System of Public School Libraries has been brought into successful operation and that every feeling of the people is onward in Education and Knowledge as well as in Railroads, Manufactures, Commerce and Agriculture.

38. An increase in the Legislative provision for School Libraries is about to be proposed in the present Session and a sum is to be specially appropriated for the establishment of a Model Grammar School in connection with the Normal School at Toronto.

The Grammar Schools hold an intermediate place between the University and other Collegiate Institutions of the Province and the Common Schools. The Model Grammar School will raise the standard of the instruction afforded by them and impart to it a certain uniformity of character. When this object shall have been effected it will hardly be too much to affirm that educational facilities, unsurpassed by those provided in any part of the World, will have been placed within the reach of the youth of Upper Canada of all classes.

QUEBEC, December, 1854. ELGIN AND KINCARDINE.

RELIGIOUS INSTRUCTION IN THE SCHOOLS OF UPPER CANADA.

I. Letter from the Honourable Chief Justice Draper to the Chief Superintendent of Education.

1. Sir John Pakington, the Colonial Secretary, has been making particular enquiries of me respecting the working of our Common Schools System, and particularly with reference to the manner in which Religious Instruction may be given in the Schools,—how the Ministers of the various Denominations who are admitted to give it are ascertained;—what are the average Salaries given to Teachers, Male and Female, who come from the Normal School,—and what is the price paid by Parents for the education of their Children by the week, or otherwise, at the Common Schools.

2. I should be much indebted to you if you will enable me to give him accurate answers to these inquiries.

3. I have given him the best information in my power; but I am afraid of mistakes, and I should regret extremely to mislead him in the slightest degree.

4. A comparative Statement of the proportion of Children attending the Common Schools showing the gradual increase in the number would also be desirable.

5. The Provincial Secretary will forward any Letter you may address to me.

London, June 10th, 1857. W. H. Draper.

II. Reply to the Foregoing Letter by the Chief Superintendent of Education.

I received your Letter of the 16th ultimo last evening, requesting, for the information of Sir John Pakington, Colonial Secretary, information as to the nature and working of our Provincial School System, particularly in regard to Religious Instruction.

I transmit you a copy of the School Act and Regulations, and of my Reports for 1852 and 1853, in which I have discussed the question of Religious Instruction in the Schools, and in which I have quoted the Church of England Canons, etcetera, on the duty of Clergymen, Parents and School Masters on the subject, and I have distinguished, in this matter, between Day Schools and the Higher Seminaries of Learning. (I enclose herewith a copy of this Exposition of the School Law on the subject of Religious Instruction in the Schools.)

In the same Report, will be found the Regulations and Forms of Prayer for the opening and closing of the daily Exercises of the Schools.

Some have affected, and attempted to confound our School System with that in the United States. But there is scarcely one point in common now, between the two School Systems, except that both contemplate the education of the whole people, without any distinction as to Classes, or Sects, and that by machinery chiefly worked by the people themselves; but our School System is much more simple; and, besides differences in numerous details and forms, there are the following essential points of difference in the two Systems:—

(1) In none of the States of the Union, as in Upper Canada, is there any law, or Regulation, by which one uniform series of Text Books is selected and sanctioned by the Government for all of the Public Schools, or a Catalogue of Books for Public School Libraries,—a matter of the highest importance to the Schools, and of security and great advantage to the public.

(2) Nor is there in any one of the States provision for the uniform examination and classification of Teachers throughout the State, as in Upper Canada by County Boards; but the whole is left to the discretion of Trustees.

(3) In Upper Canada, there is a distinct recognition of the Christian Religion,—of the reading of the Holy Scriptures in the Schools, and of Prayer; and although they are not made compulsory, they are provided for and recommended, as also the teaching of the Ten Commandments and the essential duties and principles of Religion, with which the School Books are pervaded, is made obligatory. This is not the case in any of the United States.

(4) With us, all Clergymen recognized by law, as having authority to solemnize Matrimony, are *ex-officio* Visitors of the Schools—associating the Ministers of Religion with the School Education of their people. The influence of this Regulation is immense in the Schools, and is most salutary in a social point of view,—bringing the Ministers of various Religious Persuasions into friendly intercourse and co-operation at the Quarterly Examinations and other school gatherings. In addition to this, a Regulation has been lately adopted, by which the Clergymen of any Religious Persuasion shall have the use of the School House, in which to give special Religious Instruction to the Pupils of his own Church once a week at four o'clock, P.M.; and, if the Clergymen of more than one Riligious Persuasion apply for this purpose, the Trustees shall determine the day on which each Clergyman shall occupy the School House.

(5) I think that, while Denominational Schools in the Country parts are wholly impracticable, they might be recognized in Cities and Towns by apportioning to them, out of the School Funds, for the payment of Teachers, (not for building School-houses), according to the average attendance of Pupils. This would not interfere with the Public School System, and might meet the wishes of those who are not willing to send their children to the Public Schools, and might provoke a wholesome emulation between the two classes of Schools. But I have not yet proposed it here, as the great majority of all classes of the population are in favour of our School System as it is, and would abolish Separate Schools altogether.

TORONTO, July the 4th, 1857. EGERTON RYERSON.

ENCLOSURE: MINUTE ADOPTED BY THE COUNCIL OF PUBLIC INSTRUCTION IN REGARD TO RELIGIOUS INSTRUCTION, IN APRIL, 1857.

Ordered, That, with a view to correct misapprehensions and define more clearly the rights and duties of Trustees and of other parties, in regard to Religious Instruction in connection with the Common Schools, it is decided by the Council of Public Instruction, that the Clergy of any Religious Persuasion, or their authorized Representatives, shall have the right to give Religious Instruction to the Pupils of their own Church in each Common School House, at least once a week, in the afternoon; and, if the Clergy of more than one Religious Persuasion apply to give Religious instruction in the same School House, the Trustees shall decide on what day of the week, on which the School House shall be at the disposal of the Clergyman of each such Religious Persuasion at the time above stated. But, it shall be lawful for the Trustees and Clergyman of any Religious Denomination to agree upon any other hour of the day, at which such Clergyman, or his authorized Representative, may give Religious Instruction to the Pupils of his own Church, provided, that it be not during the regular hours of the School.

EXPOSITION OF THE SCHOOL LAW ON THE SUBJECT OF RELIGIOUS INSTRUCTION IN THE SCHOOLS OF UPPER CANADA.

Prepared in 1852, as Directed, for the Information of the Members of the Government.

The question of religious instruction has been a topic of voluminous and earnest discussion among statesmen and educationists in both Europe and America—has agitated more than one country on the continent of Europe—has hitherto deprived England of a national system of education, permitting to it nothing but a series of petty expedients in varying forms of government grants to certain religious denominations, while the great mass of the laboring population is unreached by a ray of intellectual light, and is "perishing for lack of knowledge," amidst the din of sectarian war about "religious education," and under the very shadows of the cathedral and the chapel. If I have not made this question a prominent topic of remark in my annual reports, it is not because I have undervalued or overlooked its importance. In my first and preliminary report on a system of public elementary instruction for Upper Canada, I devoted thirty pages to the discussion of this subject (pp. 22-52), and adduced the experience and practice of the most educating countries in Europe and America respecting it. In preparing the draft of the school law, I have sought to place it where it has been placed by the authority of Government, and by the consent of all parties in Ireland—as a matter of regulation by a National Board and with the guards which all have considered essential. These regulations* have been prepared and duly sanctioned, and placed in the hands of all school authorities; nor have I failed from

* The following are the regulations on the Constitution and Government of Schools in respect to Religious and Moral Instruction, prescribed by the Council of Public Instruction for Upper Canada:—

"As Christianity is the basis of our whole system of elementary education, that principle should pervade it throughout. Where it cannot be carried out in mixed schools to the satisfaction of both Roman Catholics and Protestants, the law provides for the establishment of Separate schools. And the common school act, fourteenth section, securing individual rights as well as recognizing Christianity, provides, 'That in any model or common school established under this act, no child shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion, which shall be objected to by his or her parents or guardians: Provided always, that within this limitation, pupils shall be allowed to receive such religious instruction as their parents or guardians shall desire, according to the general regulations which shall be provided accordng to law.'

"In the section of the act thus quoted, the principle of religious instruction in the schools is recognized, the restriction within which it is to be given is stated, and the exclusive right of each parent and guardian on the subject is secured, without any interposition from trustees, superintendents, or the Government itself.

"The common school being a day, and not a boarding, school, rules arising from domestic relations and duties are not required; and as the pupils are under the care of their parents and guardians on Sabbaths, no regulations are called for in respect to their attendance at public worship.

"In regard to the nature and extent of the daily religious exercises of the school, and the special religious instruction given to pupils, the Council of Public Instruction for Upper Canada makes the following regulations and recommendations:—

"1. The public religious exercises of each school shall be a matter of mutual voluntary arrangement between the trustees and teacher; and it shall be a matter of mutual voluntary arrangement between the teacher and the parent or guardian of each pupil, as to whether he shall hear such pupil recite from the Scriptures, or catechism, or other summary of religious doctrine and duty of the persuasion of such parent or guardian. Such recitations, however, are not to interfere with the regular exercises of the school.

"2. But the principles of religion and morality should be inculcated upon all the pupils of the school. What the Commissioners of National Education in Ireland state as existing in schools under their charge, should characterize the instruction given in each school in Upper Canada. The Commissioners state that 'in the national schools the importance of religion is constantly impressed upon the minds of children, through the works calculated to promote good principles and fill the heart with love for religion, but which are so compiled as not to clash with the doctrines of any particular class of Christians.' In each school the teacher should exert his best endeavors, both by example and precept, to impress upon the minds of all children and youth committed to his care and instruction, the principles of piety, justice, and a sacred regard to truth; love to their country; humanity and universal benevolence; sobriety, industry, frugality, chastity, moderation, temperance, and those other virtues which are the ornament of society and on which a free constitution of government is founded; and it is the duty of each teacher to endeavor to lead his pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues, in order to preserve and perfect the blessings of law and liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices."

time to time to press their importance upon all parties concerned. It is, however, worthy of remark that in no instances have those parties who have thought proper to assail the school system, and myself personally, on the question of religious instruction, quoted a line from what I have professedly written on the subject, or from the regulations which I have recommended; while such parties have more than once pretended to give my views by quoting passages which were not at all written in reference to this question, and which contained no exposition of my views on it.

As some prominence has been given to this question during the year by individual writers, and some vague statements and notions put forth, I will offer a few remarks on it.

1. My first remark is, that the system of common school instruction should, like the legislature which has established and the government that administers it, be non-sectarian and national. It should be considered in a provincial, rather than a denominational point of view—in reference to its bearing upon the condition and interests of the country at large—and not upon those of particular religious persuasions as distinct from public interests, or upon the interests of one religious persuasion more than upon those of another. And thus may be observed the difference between a mere sectarian and a patriot—between one who considers the institutions and legislation and government of his country in a sectarian spirit, and another who regards them in a patriotic spirit. The one places his sect above his country, and supports or opposes every public law or measure of government just as it may or may not promote the interests of his own sect irrespective of the public interests and in rivalship with those of other sects; the other views the well-being of his country as the great end to be proposed and pursued, and the sects as among the instrumentalities tributary to that end. Some, indeed, have gone to the extreme of viewing all religious persuasions as evils to be dreaded, and as far as possible proscribed; but an enlightened and patriotic spirit rather views them as holding and propagating in common the great principles of virtue and morality, which form the basis of the safety and happiness of society; and therefore as distinct agencies more or less promotive of its interests—their very rivalships tending to stimulate to greater activity, and, therefore, as a whole, more beneficial than injurious. I think a national system of public instruction should be in harmony with this national spirit.

2. I remark again, that a system of public instruction should be in harmony with the views and feelings of the great body of the people, especially of the better educated classes. I believe the number of persons in Upper Canada who would theoretically or practically exclude christianity in all its forms as an essential element in the education of the country, is exceedingly small, and that more than nine-tenths of the people regard religious instruction as an essential and vital part of the education of their offspring. On this, as well as on higher grounds, I lay it down as a fundamental principle that religious instruction must form a part of the education of the youth of our country, and that that religious instruction must be given by the several religious persuasions to their youth respectively. There would be no christianity among us were it not for the religious persuasions, since they, collectively, constitute the christianity of the country, and, separately, the several agencies by which christian doctrines and worship and morals are maintained and diffused throughout the length and breadth of the land. If in the much that certain writers have said about and against "sectarian teaching," and against "sectarian bias" in the education of youth, it is meant to proscribe or ignore the religious teaching of youth by sects or religious persuasions; then is it the theory, if not the the design of such writers to preclude religious truth altogether from the minds of the youth of the land, and thus prepare the way for raising up a nation of infidels! But if, on the other hand, it be insisted, as it has been by some, that as each religious persuasion is the proper deligious instructor of its own youth, therefore each religious persuasion should have its own elementary schools, and that thus denominational common schools should supersede our present public common schools, and the school fund be appropriated to the denominations instead of to the

municipalities; I remark that this theory is equally fallacious with the former, and is fraught with consequences no less fatal to the interests of universal education than is the former theory to the interests of all christianity. The history of modern Europe in general and of England in particular, teaches us that when the elementary schools were in the hands of the church, and the state performed no other office in regard to schools than that of tax-assessor and tax-gatherer to the church, the mass of the people were deplorably ignorant and, therefore, deplorably enslaved. In Upper Canada, the establishment and support of denominational schools to meet the circumstances of each religious persuasion would not only cost the people more than five-fold what they have now to pay for school purposes, but would leave the youth of minor religious persuasions, and a large portion of the poorer youth of the country, without any means of education upon terms within the pecuniary resources of their parents, unless as paupers, or at the expense of their religious faith.

3. But the establishment of denominational common schools for the purpose of denominational religious instruction itself is inexpedient. The common schools are not boarding, but day schools. The children attending them reside with their own parents, and are within the charge of their own pastors; and therefore the oversight and duties of the parents and pastors of children attending the common schools are not in the least suspended or interfered with. The children attending such schools can be with the teacher only from 9 o'clock in the morning until 4 o'clock in the afternoon of five or six days in the week, while during his morning and night of each week-day and the whole of Sunday, they are with their parents or pastors; and the mornings, and evenings, and Sabbath of each week, are the very portions of time which convenience and usage and ecclesiastical laws prescribe for religious studies and instruction—portions of time during which pupils are not and cannot be with the teacher, but are and must be under the oversight of their parents or pastors. And the constitution or order of discipline of each religious persuasion enjoins upon its pastors and members to teach the summary of religious faith and practice required to be taught to the children of the members of each such persuasion. I might here adduce what is enjoined on this subject by the Roman Catholic, and the several Protestant Churches; but as an example of what is required, in some form or other, by the laws or rules of every religious persuasion, I will quote the 59th canon of the Church of England,—which is as follows:

"Every Parson, Vicar, or Curate, upon every Sunday and Holy day, before Evening Prayer, shall, for half an hour or more, examine and instruct the youth and ignorant persons in his parish, in the Ten Commandments, the Articles of the Belief, and the Lord's Prayer; and shall diligently hear, instruct, and teach them the Catechism set forth in the Book of Common Prayer; and all fathers, mothers, masters, and mistresses, shall cause their children, servants, and apprentices, which have not learned the Catechism, to come to the Church at the time appointed, obediently to hear, and to be ordered by the Minister, until they have learned the same. And if any Minister neglects his duty herein, let him be sharply reproved upon the first complaint, and true notice thereof given to the Bishop or Ordinary of the place. If, after submitting himself, he shall willingly offend therein again, let him be suspended; if so the third time, there being little hope that he will be therein reformed, then excommunicated, and so remain until he will be reformed. And, likewise, if any of the said fathers, mothers, masters, or mistresses, children, servants, or apprentices, shall neglect their duties, of the one sort not causing them to come, and the other in refusing to learn, as aforesaid; let them be suspended by their Ordinaries, (if they be not children,) and if they so persist by the space of a month, then let them be excommunicated."

To require, therefore, the teacher in any common day school to teach the catechism of any religious persuasion, is not only a work of supererogation, but a direct interference with the disciplinary order of each religious persuasion; and instead of providing by law for the extension of religious instruction and the promotion of Christian morality, it is providing by law for the neglect of pastoral and parental duty, by transferring to the common school teacher the duties which their church enjoins upon them, and thus

sanctioning immoralities in pastors and parents,—which must, in a high degree, be injurious to the interests of public morals no less than to the interests of children and of the common schools. Instead of providing by law for denominational day schools for the teaching of denominational catechisms in school, it would seem more suitable to enforce by law the performance of the acknowledged disciplinary duties of pastors and members of religious persuasions by not permitting their children to enter the public schools until their parents and pastors had taught them the catechism of their own church. The theory, therefore, of denominational day schools is as inexpedient on religious grounds as it is on the grounds of economy and educational extension. The demand to make the teacher do the canonical work of the clergymen is as impolitic as it is selfish. Economy as well as patriotism requires that the schools established for all should be open to all upon equal terms, and upon principles common to all—leaving to each religious persuasion the performance of its own recognized and appropriate duties in the teaching of its own catechism to its own children. Surely it is not the province of government to usurp the functions of the religious persuasions of the country; but it should recognize their existence, and therefore not provide for denominational teaching to the pupils in the day schools, any more than it should provide such pupils with daily food and raiment or weekly preaching or places of worship. As the state recognizes the existence of parents and the performance of parental duties by not providing children with what should be provided by their parents —namely, clothing and food—so should it recognize the existence of the religious persuasions and the performance of their duties by not providing for the teaching in the schools of that which each religious persuasion declares should be taught by its own ministers and the parents of its children.

4. But, it may be asked, ought not religious instruction be given in day schools, and ought not government require this in every school? I answer, what may or ought to be done in regard to religious instruction, and what the government ought to require, are two different things. Who doubts that public worship should be attended and family duties performed? But does it therefore follow that government is to compel attendance upon the one, or the performance of the other? If our government were a despotism, and if there were no law or no liberty, civil or religious, but the absolute will of the Sovereign, then government would, of course, compel such religious and other instruction as it pleased,—as is the case under despotisms in Europe. But as our government is a constitutional and a popular government, it is to compel no farther in matters of religious instruction than it is itself the expression of the mind of the country, and than it is authorized by law to do. Therefore, in the "General Regulations on the constitution and government of schools respecting religious instruction," (quoted in a note on a preceding page) it is made the duty of every teacher to inculcate those principles and duties of piety and virtue which form the basis of morality and order in a state, while parents and school teachers and school managers are left free to provide for and give such further religious instruction as they shall desire and deem expedient. If with us, as in despotic countries, the people were nothing politically or civilly, but slaves and machines, commanded and moved by the will of one man, and all the local school authorities were appointed by him, then the schools might be the religious teachers of his will; but with us the people in each municipality share as largely in the management of the schools as they do in making the school law itself. They erect the school houses; they employ the teachers; they provide the greater part of the means for the support of the schools; they are the parties immediately concerned—the parents and pastors of the children taught in the schools. Who then are to be the judges of the nature and extent of the religious instruction to be given to the pupils in the schools, these parents and pastors, or the executive government, counselled and administered by means of heads of departments, who are changed from time to time at the pleasure of the popular mind, and who are not understood to be invested with any religious authority over the children of their constituents?

5. Then, if the question be viewed as one of fact, instead of theory, what is the conclusion forced upon us? Are those countries in Europe in which denominational day schools alone are established and permitted by government, the most enlightened, the most virtuous, the most free, the most prosperous, of all the countries of Europe or America? Nay, the very reverse is the fact. And it were not difficult to show that those denominational schools in England which were endowed in former ages, have often been the seats of oppressions, vices, and practices, that would not be tolerated in the most imperfect of the common schools in Upper Canada. And when our common schools were formerly, in regard to government control, chiefly under the management of one denomination, were the teachers and schools more elevated in their religious and moral character, than at the present time? Is not the reverse notoriously the case? And if enquiry be made into the actual amount of religious instruction given in what are professedly denominational schools, whether male or female, (and I have made the enquiry,) it will be found to consist of prayers not more frequently than in the common schools, and of reciting a portion of catechism each week—a thing which is done in many of the common schools, although the ritual of each denomination requires catechetical instruction to be given elsewhere and by other parties. So obviously unnecessary on religious grounds are separate denominational schools, that two schoolhouses which were built under the auspices of the Church of England for parish schools of that church—the one at Cobourg, by the congregation of the Archdeacon of York, and the other in connection with Trinity-Church, Toronto East—have, after fair trial, been converted for the time being into common school houses, under the direction of the Public Boards of School Trustees in Toronto and Cobourg.

6. I am persuaded that the religious interests of youth will be much more effectually cared for and advanced, by insisting that each religious persuasion shall fulfil its acknowledged rules and obligations for the instruction of its own youth, than by any attempt to convert for that purpose the common day schools into denominational ones, and thus legislate for the neglect of duty on the part of pastors and parents of the different religious persuasions. The common day school and its teacher ought not to be burthened with duties which belong to the pastor, the parent, and the church. The education of the youth of the country consists not merely of what is taught in the day school, but also what is taught at home by the parents and in the church by the pastor. And if the religious part of the education of youth is, in any instance, neglected or defective, the blame rests with the pastors and parents concerned, who, by such neglect, have violated their own religious canons or rules, as well as the exprss commands of the Holy Scriptures. In all such cases pastors and parents are the responsible, as well as the guilty parties, and not the teacher of the common school, nor the common school system.

7. But in respect to colleges and other high seminaries of learning, the case is different. Such institutions cannot be established within an hour's walk of every man's door. Youth, in order to attend them, must, as a general rule, leave their homes, and be taken from the daily oversight and instructions of their parents and pastors. During this period of their education, the duties of parental and pastoral care and instruction must be suspended, or provision must be made for it in connection with such institutions. Youth attending colleges and collegiate seminaries are at an age when they are most exposed to temptation - most need the best counsels in religion and morals—are pursuing studies which most involve the principles of human action, and the duties and relations of common life. At such a period and under such circumstances, youth needs the exercise of all that is tender and vigilant in parental affection, and all that is instructive and wise in pastoral oversight; yet they are far removed from both their pastor and parent. Hence what is supplied by the parent and pastor at home, ought, as far as possible, to be provided in connection with each college abroad. And, therefore, the same reason that condemns the establishment of public denominational day schools,

justifies the establishment of denominational colleges, in connection with which the duties of the parent and pastor can be best discharged.

Public aid is given to denominational colleges, not for denominational purposes, (which is the special object of denominational day schools,) but for the advancement of science and literature alone, because such colleges are the most economical, efficient, and available agencies for teaching the higher branches of education in the country; the aid being given, not to theological seminaries, nor for the support of theological professors, but exclusively towards the support of teachers of science and literature. Nor is such aid given to a denominational college until after a large outlay has been made by its projectors in the procuring of premises, erecting or procuring and furnishing buildings, and the employment of professors and teachers—evincive of the intelligence, disposition and enterprise of a large section of the community to establish and sustain such an institution.

It is not, however, my intention to discuss the question of recognizing and aiding denominational colleges in a system of public instruction. My object in the foregoing remarks is to show that the objections against the establishment of a system of denominational day schools, do not form any objection to granting aid to denominational colleges as institutions of science and literature, and open to all classes of youth who may be desirous of attending them.

The more carefully the question of religious instruction in connection with our system of common schools is examined, the more clearly, I think, it will appear that it has been left where it properly belongs—with the local school municipalities, parents and managers of schools—the government protecting the right of each parent and child, but beyond this and beyond the principles and duties of moralities common to all classes, neither compelling nor prohibiting—recognizing the duties of pastors and parents, as well as of school trustees and teachers, and considering the united labors of all as constituting the system of education for the youth of the country.

EDUCATION OFFICE, Toronto, 27th September, 1852. EGERTON RYERSON.

THE CONSTITUTION AND GOVERNMENT OF THE COMMON SCHOOLS, IN RESPECT TO RELIGIOUS INSTRUCTION, AS REVISED IN 1859.

The following Revised Regulations in regard to Religious Instruction in the Public Schools of Ontario were drafted by the Reverend Doctor Ryerson, Chief Superintendent of Education, and were adopted by the Council of Public Instruction. Before drafting them, Doctor Ryerson consulted prominent public Men and Educationists on the subject, including Bishop Strachan, Bishop Power, and the Reverend Henry A. Grasett, Rector of Saint James' Cathedral. He and Bishop Power were Members of the Council of Public Instruction at the time when these Regulations were sanctioned by the Council. They are mainly in spirit, although not in detail, the same as those adopted by the Irish National Board:

1. Christianity being the basis of our whole System of Elementary Education, that principle pervades it throughout. Where it cannot be carried out in mixed Schools, to the satisfaction of both Roman Catholics and Protestants, the School Law, since 1841, has provided for the establishment of Separate Schools. And the present Common School Act of 1846, securing individual liberty, as well as recognizing Christianity, provides:—

"That, in any Model or Common School, established under this Act, no child shall be required to read or study in, or from, any Religious Book, or to join in any exercise of devotion or Religion, which shall be objected to by his or her parents or guardians." (Section xxxi.)

With this limitation, the peculiar Religious Exercises of each School must be a matter of understanding between the Teacher and his Employers. This must be the case in regard both to Separate and Mixed Schools.

2. In case of Schools which are composed of both Roman Catholic and Protestant children, the Commissioners of National Education in Ireland have made the following Regulations which are worthy of imitation wherever desired and practicable in Canada.*

"One day in each week, or part of a day, (independently of Sunday,) is to be set apart for the Religious Instruction of the children, on which day, such Pastors, or other Persons, as are approved of by the Parents and Guardians of the children, shall have access to them for that purpose." . . . . . "The Managers of Schools are also expected to afford convenient opportunity and facility for the same purpose on other days of the week. But, where any course of Religious Instruction is pursued in a School, during School Hours, to which the Parents of any of the children attending it object, the Managers are to make an arrangement for having it given to those who are to receive it a stated time, or times, and in a separate place; so that no children, whose Parents, or Guardians, object to their being so, shall be present at it."

The Commissioners of National Education in Ireland also observe in their Second Report, that—

"In the National Schools of Ireland the importance of Religion is constantly impressed upon the minds of the children through the works calculated to promote good principles, and fill the heart with love for Religion, but which are so compiled as not to clash with the doctrines of any particular class of Christians. The children are thus prepared for those more strict Religious Exercises, which it is the peculiar province of the Minister of Religion to superintend, or direct, and for which stated times are set apart in each School, so that each class of Christians may thus receive, separately, such Religious Instruction, and from such persons as their parents, or pastors, may approve, or appoint."

The Commissioners of the National Schools of Ireland further explain the right of local Trustees, or Patrons, on this point:—

"The Patrons of the several Schools have a right of appointing such Religious Instruction as they may think proper to be given therein: provided that each School shall be open to all Religious Communions; that due regard be had to parental right and authority; that, accordingly, no child be compelled to receive any Religious Instruction, to which his, or her, Parents, or Guardians, may object: and that the time for giving it be fixed, so that no child shall, in effect, be excluded directly, or indirectly, from the other advantages which the School affords. Subject to this, Religious Instruction may be given either during the fixed School hours, or otherwise."

3. The foregoing quotations from the Irish Commissioners' Reports are made, because their system may be considered as the basis of the Canadian System;—their Books having been adopted, and their methods of instruction having also been introduced in the Provincial Normal School. That system is Christian, but not sectarian; secures individual right and denominational privileges, and is founded upon revealed truth.

The following are the further Regulations of the Irish National Board on this subject:—

The reading of the Scriptures, either in the Authorized or Douay, Version,—the teaching of the Catechism,—Public Prayer,—and all other Religious Exercises, come within the Rules of the Board as to Religious Instruction.

The Patrons and Managers of all National Schools have the right to permit the Holy Scriptures, (either in the Authorized, or Douay, Version) to be read, at the time, or times, set apart for Religious Instruction; and in all Vested Schools the

* They were later made part of our School System by Official Regulation.

Parents, or Guardians of the children have the right to require the Patrons and Managers to afford opportunities for the reading of the Holy Scriptures, in the School Room, under proper Persons approved of by the Parents, or Guardians, for that purpose.

Religious Instruction, Prayer, or other Religious Exercises, may take place, at any time, before and after the ordinary School business (during which all children, of whatever denomination they may be, are required to attend;) but must not take place more than once, at an intermediate time, between the commencement and the close of the ordinary School hours of business.

Patrons, Managers, and Teachers, are not required to exclude any children from any Religious Instruction given in the School; but all children are to have full power to absent themselves, or to withdraw, from it. If any Parents, or Guardians, object to the Religious Instruction given in a National School, it devolves upon them to adopt measures to prevent their children from being present thereat.

If any other Books than the Holy Scriptures, or the standard Books of the Church to which the children using them belong, be employed in communicating Religious Instruction, the title of each is to be made known to the Commissioners whenever they deem it necessary.

NOTE.—The Commissioners earnestly recommend that Religious Instruction shall take place either immediately before the commencement, or immediately after the close, of the ordinary School business; and they further recommend that, whenever the Patron, or Manager, thinks fit to have Religious Instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children whose Parents or Guardians may disapprove of their being present thereat.

The General Lesson, hung up in every School of the Irish National Board, and carefully inculcated upon the pupils, is recommended for universal adoption in Upper Canada, and is as follows:—

THE GENERAL LESSON (ON RELIGIOUS INSTRUCTION) OF THE IRISH NATIONAL BOARD.

1. Christians should endeavour, as the apostle Paul commands them, "to live peaceably with all men" (Romans xii, 18), even with those of a different Religious Persuasion.

2. Our Saviour Christ, commanded His disciples to "Love one another." He taught them to love even their enemies, to bless those that cursed them, and pray for those who persecuted them. He himself prayed for His murderers.

3. Many men hold erroneous doctrines; but we ought not to hate, or persecute, them. We ought to seek for the truth and hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Our Saviour Jesus Christ did not intend His Religion to be forced on men by violent means. He would not allow His disciples to fight for Him.

4. If any persons treat us unkindly, we must not do the same to them; for our Lord Jesus Christ and His apostles have taught us "not to return evil for evil." If we would obey our Saviour Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

5. Quarrelling with our neighbours, and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit.

6. We ought to show ourselves followers of our Saviour Christ, who, "when He was reviled, reviled not again," (1 Peter ii, 23) by behaving gently and kindly to everyone.

The following are the Regulations in the English Education Code in regard to Religious Instruction in the Schools:—

The New English Code follows the Old Code as regards Religious Instruction. Section 76 of the Elementary Education Act, 1870, allows Managers to "fix a day or

days, not exceeding two in any one year," for School Inspection and Examination, "as well in respect of Religious as of other subjects." The chief limitation upon our Schools respecting Religious Instruction is the "Conscience Clause" of the Act, 1870, embodied in Article 4 of the New Code.

The Inspector may approve of any Time-table which, while conforming to Section Seven of the Elementary Education Act, 1870, in respect of the time or times appointed for Religious Observances, or Instruction, also sets apart for the instruction in secular subjects of each class, or division, of the School, at least the amount of time prescribed by Article 23 of the Code.

Provided that at each meeting of a School, instruction in secular subjects be continuously given for the prescribed time, and that in a Class Room attached to the School a Time-table may be approved which provides for Religious Instruction, in accordance with the provisions of Section Seven. . . .

The pith of the subject is given in the "Instructions to Inspectors" in regard to the "Conscience Clause."—If any cases are brought before you, or come to your knowledge, of an infraction of the Seventh Section of the Act of 1870, *i.e.*, the Time-table Conscience Clause . . . you will take special care to point out to School Managers and Teachers the importance of the strictest adherence, in letter and spirit, to the provisions of that Conscience Clause, and to remind them, where necessary, of the total forfeiture of grant which their Lordships would at once inflict, should those provisions be persistently evaded or neglected. . . . . But you will remember that you have no right to interfere in any way with the liberty allowed by statute to Managers of providing for Religious Teaching and Observances at the beginning and end of the two daily school meetings. In your allusions to this subject and to the Conscience Clause, you will be most careful not to create the impression that the State is indifferent to the moral character of the schools, or in any way unfriendly to Religious Teaching.

OFFICIAL CIRCULAR FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE VARIOUS RELIGIOUS BODIES IN REGARD TO RELIGIOUS INSTRUCTION IN THE PUBLIC SCHOOLS OF UPPER CANADA.

I have the honour to transmit herewith a copy of the Regulations which the Council of Public Instruction have adopted according to law, in reference to Religious Instruction in the Common Schools of Upper Canada; and I respectfully request that you will have the kindness to lay these Regulations, as well as this Letter, before the [Synod, Union, or Conference, etcetera,] for their consideration, and the expression of their views, as to whether the said Regulations are satisfactory, or whether, in their opinion, any further (and if so, what further) provisions can, in their judgment, be made for Religious Exercises and Instruction in Schools consisting of children of different Religious persuasions.

I desire to be informed of the result of the deliberations of your Church, as also of your own views on the important question of Religious Exercises and Instruction in the Public Schools of the Country, composed, as they are, of pupils of various Religious persuasions,—a question which has engaged my anxious inquiries and consideration for many years.

I have recently caused to be forwarded to each of the various Clergy in Upper Canada, as far as I could ascertain their addresses, a copy of my last Annual Report, containing an account, from official documents, of the National School System in Ireland and England, in order that the Ministers, as well as the Municipal and

School Representatives of the people, may be able to judge of the merits of our own School System. In Ireland, every possible effort has been made to ascertain to what extent, and in what form, Religious can be combined with secular instruction in mixed Schools. The results of the varied and long tried experiments are given in the documents referred to, and seem fully to justify the course which has been adopted in Upper Canada on this subject.

Nevertheless, if anything more can be done for the improvement of our School System in this, or indeed in any other respect, I shall be happy to do what I can to accomplish it; and for this purpose I desire to avail myself of the results of your own reflection and observation, as well as of those associated with you in promoting the interests of Religion through the agency of your Church.

I think it proper, at the same time, to state summarily the principles on which our Public School System is founded, and which I have employed my best endeavours to guard and carry into effect. The following principles lie at the foundation of our School System:—

1. The right of each Municipality to arrange its School Sections, or divisions, in its own discretion.

2. The right of School-ratepayers in each division to select, through their elected Representatives, their own Teacher, and to establish and support their School in such manner as they shall judge best, simply restricting the amount of Rate-bills on pupils so as not to be oppressive to the poorer parents.

4. The equal protection of the rights of Protestants and Roman Catholics in the Schools, against compulsion on the part of the Government as also from any other quarter. In a Letter addressed by me, in July, 1849, to the first Law Officer of the Crown in Upper Canada, this principle was stated in the following words:

"I have not assumed it to be the duty, or even constitutional right, of the Government to compel anything in respect to Religious Books, or Religious Instruction, but to recommend the Local Trustees to do so, and to provide powers and facilities to enable them to do so within the wise restriction imposed by law. I have also respected the rights and scruples of the Roman Catholic as well as those of the Protestant; and while I would do nothing to infringe the rights and feelings of Roman Catholics, I cannot be a party to depriving Protestants of the Text-book of their faith—the choicest patrimony bequeathed to them by their forefathers, and the noblest birthright of their children."

5. The inviolable right of each parent in regard to the Religious Instruction of his children.

6. The right of each Clergyman, or Minister, to visit each School within his own charge, or prescribed field of labour. The Thirty-third Section of the School Act of 1850, specifies the rights and duties of the Clergy as School Visitors, and provides for the formation of associations among them for promoting education and knowledge.

7. The right of each Clergyman, or Minister, or his Representative, to the use of each School-house within his charge, during one hour each week, from four to five o'clock in the afternoon, for the special Religious Instruction of children of his own persuasion attending the School.

I have attached the greatest importance to securing the confidence and co-operation of the Ministers and Members of several Religious persuasions of the

country in support of the System of Public Instruction. In the Letter above quoted, addressed by me to the first Law Officer of the Crown for Upper Canada (the late Honourable Robert Baldwin), dated 14th July, 1849, it was remarked:—"Be assured that no system of popular education will flourish in a country which does violence to the Religious sentiments and feelings of the Churches of that country. Be assured, that every system will droop and wither which does not take root in the Christian and patriotic sympathies of the people,—which does not command the respect and confidence of the several Religious persuasions, both Ministers and Laity,—for these in fact make up the aggregate of the Christianity of a country. I think there is too little Christianity in our Schools, instead of too much; and that the united efforts of all Christian men should be to introduce more, instead of excluding what little there is."

But while our Public Schools should be invested with the highest Christian character possible, the accomplishment of this object depends much less upon General Regulations than on the exercise of the powers with which the law expressly invests the County Boards of Public Instruction and the local managers of the Schools, to whom alone appertain the licensing and selection of Teachers and the oversight of each School. I am also aware that the Religious Instruction by the Teacher of a mixed School, even supposing him to be ever so well qualified, must be determined by what is held in common by the Religious persuasions of the Parents supporting the School,—chiefly the Ten Commandments and our Saviour's summary of them,—embracing indeed the whole duty of man; but that the teaching of the Catechism of any Religious persuasion (if taught at all) must be a matter of private arrangement between the Parents of each child and the Teacher, and cannot be a part of the official teaching in a School supported by public grants and taxes for all classes of citizens in common, but not for any Religious persuasion in particular.

In addition, therefore, to the general spirit and character of our School System, it assumes that the special Religious training and nurture of children,—that which, under the Divine blessing, prepares them for the Church of God on earth and in Heaven,—appertains, not to the Government, or the Day School Teacher partly supported by Government, and partly by public taxes, but to the Parents and Pastors of the children in their domestic and Church relations. This accords with the inherent rights of Parents and Pastors; with the teachings of the Holy Scriptures and of the Canons, or Formularies of the several Religious persuasions; with the appropriate functions of a mixed Day School; with the best interests of youth and of Religion throughout the country.

With these remarks I beg to refer you again to the appended Regulations; and should there be no meeting of the Authorities of your Church between this and the 1st of next January, may I request that you will have the goodness to communicate to me, as early as convenient, your own views on the important subject herein submitted, and what you believe to be the views of the members of your Church in Upper Canada.

EGERTON RYERSON,
Chief Superintendent of Education for U.C.

TORONTO, 31st May, 1859.

PROCEEDINGS OF THE CHURCHES IN REGARD TO RELIGIOUS INSTRUCTION IN THE PUBLIC SCHOOLS.

1. The (Free) Presbyterian Church of Canada.

The following Communication was addressed to the Chief Superintendent of Education on the subject:—

I duly received your Circular of the 31st of May, in reference to Religious Instruction in the Common Schools of Upper Canada, and laid the same before the Synod of the Presbyterian Church of Canada recently convened in this City. I now beg to transmit an Extract Minute of the proceedings of the Synod, containing the result of the deliberations of the Synod on the subject, to which the Circular relates.

George Paxton Young,
Moderator of the Synod of the Presbyterian Church of Canada.
Toronto, July 1st, 1859.

The Synod took up a Communication, addressed to the Moderator by the Reverend Doctor Ryerson, Chief Superintendent of Education for Canada West. The Communication was read, and it was referred to a Committee. . . .

The Committee appointed to consider the Communication from the Reverend Doctor Ryerson, Chief Superintendent of Education in Canada West, presented a Report. The Synod sustained the same and adopted the following Minute, videlicet:—

The Synod having had under consideration a Letter from the Reverend Doctor Ryerson, Superintendent of Public Education, Canada West, on the subject of Christian instruction in Common Schools, regard such Communication as partaking of the nature of a private Document, and, therefore, not calling for special consideration at their hands. The Synod would, however, refer to their previous action on the subject of Separate Schools, in June, 1856, in which they express strong views adverse to the continuance of such Schools instituted for Sectarian ends. In regard to other aspects of this Question, the Synod appoint a Committee to watch over any Legislation that may be proposed during the next Session of the Legislature in regard to Education, seeing that it be based on Scriptural Principles. Such Committee to consist of the Reverends Doctor Topp, William Gregg, W. B. Clark, Robert Ure, Doctor Willis:—and Messieurs McMurrich, McAuley, Lutz and Hossack, Elders, The Reverend Doctor Topp, Convener.

Toronto, July 1st, 1859. William Reid, *Synod Clerk.*

The Congregational Union of Canada.

The Committee appointed in reference to the Circular of the Reverend Doctor Ryerson, stated that they were not prepared with a Report, but recommended that the Union resolve itself into a Committee of the whole to take the subject into consideration. The recommendation was adopted, and the Union accordingly went into Committee, Reverend F. H. Marling in the Chair. It was ultimately resolved that the Chairman appoint a Committee to consider the subject brought before the Union in the Circular, and present a Report at the next Annual Meeting. The Resolution was adopted. The Chairman nominated as the Committee the Reverends Messieurs E. Ebbs, J. Wood, D. McAllum, William Hay, and Mr. Charles Whitton

The Wesleyan Methodist Church in Canada.

The Committee to whom was submitted the Circular of the Chief Superintendent of Education submitted their Report, and the following Resolution:—

That the Conference earnestly recommend the Ministers of this Body to avail themselves of the facilities afforded by the Regulations of the Council of Public Instruction, and to visit the Public Schools as frequently as possible at the times prescribed for the purpose of communicating Religious Instruction.

The Church of England.—Diocese of Huron.

The Reverend Mr. Smythe moved, seconded by Judge Cooper, the following:—

That this Synod fully recognize the principle that Religious Instruction ought to be included in every System of Education; but, inasmuch as there seems to exist considerable doubt as to what is the true construction of the Common School Law in regard to the establishment of Separate Schools in Cities and Towns; and, inasmuch as measures have been resorted to by the Synod of the Diocese of Toronto for legally testing this point, the further consideration of the question be deferred until the next Meeting of the Synod. Carried.

The Church of England.—Diocese of Toronto.

Bishop Bethune, in his Charge to the Synod of the Church of England in 1872, speaking of the increasing spread of evil, and of the duty of the Church, under her Divine Master, to cope with it, remarked:

. . . It is but right to enquire to what all this enormity of wickedness is traceable, that we may come if possible to the remedy. That is largely to be ascribed, as all must be persuaded, to the neglect of religious instruction in early life; to the contentment of Peoples and Governments to afford a shallow secular education, without the learning of Religious truth, or the moral obligations that it teaches. The child taught and trained for this world's vocations only, without a deep inculcation of the love and fear of God, and the penalty hereafter of an irreligious and wicked life, will have but one leading idea—self-aggrandizement and self-indulgence, and will be checked by no restraint of conscience in the way and means of securing them. . . .

I have no disposition to reprobate this defect in the System of Education, prevailing with the authority and support of Government among ourselves. I know the difficulty, the almost impossibility, of securing the temporal boon with the addition of the spiritual; how hard it must prove in a divided religious community to introduce among the secular lessons which are meant for usefulness and advancement in this world, that lofty and holy teaching which trains the soul for heaven.

The irreverent and fierce assaults recently made upon a praiseworthy effort of the Chief Superintendent of Education in this Province to introduce a special work on "Christian Morals," designed for moral and Religious instruction amongst our Common School Pupils, testify too plainly the difficulty of supplying that want.

I have confidence in the good intentions and righteous efforts of that venerable Gentleman to do what he can for the amelioration of the evils which the absence of systematic Religious teaching of the young must induce; so that we may have a hope that, from his tried zeal and unquestionable ability, a way may be devised by which such essential instruction shall be imparted, and the terrible evils we deplore to some extent corrected.

In response to this portion of his Address, the Reverend Doctor Ryerson addressed the following Note to the Bishop:

I feel it my bounden, and at the same time most pleasurable, duty, to thank you with all my heart for your more than kind reference to myself in your official Charge at the opening of the recent Synod of the Diocese of Toronto; and especially do I feel grateful and gratified for your formal and hearty recognition of the Christian character of our Public School System, and of the efforts which have been made to render that character a practical reality, and not a mere dead and heartless form.

It has been peculiarly gratifying to me to learn that your lordship's allusions to myself and the school system were very generally and cordially cheered by the members of the Synod.

My own humble efforts to invest our School System with a Christian character and spirit have been seconded from the beginning by the cordial and unanimous co-operation of the Council of Public Instruction; and without that co-operation my own individual efforts would have availed but little.

Since the settlement of the common relationship of all religious persuasions to the State, there is a common patriotic ground for the exertions of all, without the slightest reasonable pretext for political jealousy or hostility on the part of any. On such ground of comprehensiveness, and avowed Christian principles, I have endeavoured to construct our Public School System; such, and such only, has been my aim in the teachings of my little book on Christian Morals; and such only was the aim and spirit of the Council of Public Instruction in the recommendation of it,—a recommendation to which the Council inflexibly adheres, and which it has cordially and decidedly vindicated.

TORONTO, July 13, 1872. EGERTON RYERSON.

To this Note Bishop Bethune replies as follows:

I have to thank you for your Letter of the 1st instant, received last evening, and to express my gratification that I had the opportunity to bear my humble testimony to your zealous and righteous efforts to promote the sound education of the youth of this Province.

I believe that, in the endeavours to give this a moral and Religious direction, you have done all that, in the circumstances of the Country, it was in your power to accomplish. I was glad, too, to give utterance to my protest against the shameless endeavours to hold up to public scorn the valuable little work on Christian Morals, by which you desired to give a moral and religious tone to the instruction communicated in our Common Schools. If more can be done in this direction, I feel assured you would assume any reasonable amount of responsibility in the endeavour to effect it.

Wishing you many years of health and usefulness. . . .

TORONTO, July 3rd, 1872. A. N. TORONTO.

It may be interesting to note that Bishop Bethune's Predecessor, Bishop Strachan, entertained similar views in regard to Doctor Ryerson's efforts to impart a Religious character to the teaching in the Common Schools of the Provinces. In his Charge to the Church of England Synod in 1856, he said:

One new feature, which I consider of great value, and for which I believe we are altogether indebted to the able Chief Superintendent, deserves special notice: it is the introduction of daily Prayers. We find that 454 [3,246 in 1870] Schools open and close with Prayer. This is an important step in the right direction, and only requires a reasonable extension to render the School System in its interior, as it is already in its exterior, nearly complete. But until it receives this necessary extension, the whole System, in a Religious and spiritual view, may be considered almost entirely dead.

COMPREHENSIVE SUMMARY OF THE PROVISION FOR RELIGIOUS INSTRUCTION IN THE SCHOOLS OF ONTARIO.

NOTE.—Owing to the character of the unfair criticism of Bishop Strachan on the provisions for Religious Instruction in the Schools of Ontario contained in his charge, (on page 73,) I insert a comprehensive summary of what those provisions are, as sketched by the Reverend Doctor Ryerson, Chief Superintendent of Education:—

GENERAL REGULATIONS PROVIDING FOR RELIGIOUS INSTRUCTION IN THE SCHOOLS OF UPPER CANADA.

Adopted by the Council of Public Instruction on the 3rd of October, 1850, and amended in 1855.

As Christianity is the basis of our whole System of Elementary Education, that principle should pervade it throughout. The Fourteenth Section of the Common School Act of 1850, securing individual rights, as well as recognizing Christianity, provides:

"That in any Model or Common School established under this Act, no child shall be required to read, or study, in any Religious Book, or to join in any exercise of devotion or Religion which shall be objected to by his, or her, Parents or Guardians: Provided always, that within this limitation, pupils shall be allowed to receive such Religious Instruction as their Parents, or Guardians, shall desire, according to the general Regulations which shall be provided according to law."

In the Section of the Act thus quoted, the principle of Religious Instruction in the Schools is recognized, the restrictions within which it is to be given are stated, and the exclusive right of each Parent and Guardian on the subject is secured.

The Common School being a Day, and not a boarding, School, rules arising from domestic relations and duties are not required, and as the Pupils are under the care of their Parents and Guardians on Sabbaths, no Regulations are called for in respect to their attendance at Public Worship.

OPENING AND CLOSING EXERCISES OF EACH DAY.

The following Regulations in regard to the Opening and Closing Exercises of the Day were adopted by the Council on the 13th February, 1855, and apply to all the Schools of Upper Canada:

With a view to secure the Divine Blessing, and impress upon the Pupils the importance of Religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommends that the Daily Exercises of each Common School be opened and closed by reading a portion of Scripture and by Prayer. The Lord's Prayer alone, or Forms of Prayer provided, may be used, or any other Prayer preferred by the Trustees and Master of each School. But the Lord's Prayer should form a part of the Opening Exercises; and the Ten Commandments be taught to all the pupils, and be repeated at least once a week. But no pupil shall be compelled to be present at these exercises against the wish of his Parent, or Guardian, expressed in writing to the Master of the School.

NOTE.—In his Charge to the Church of England Synod of the Diocese of Toronto, delivered in June, 1856, Bishop Strachan said:—

The process of instruction [in the Schools] is almost entirely secular . . . and Christianity is left to be dealt with by every one according to his pleasure. . . . Religious subjects are not allowed to interfere with any of its arrangements; nor is the

necessity of adopting any distinct Religious teaching admitted. . . . . I am fully convinced that the whole system of Education is rotten to the core, and that its tendency is to produce general unbelief.

The following is a copy of the Bishop's Charge:—

1. The System of Education established in Upper Canada seems, at first sight, to have something very favourable in its general aspect. It proceeds upon the principle, that the great, and indeed the first, object of education is to give men and women such instruction as shall serve the purpose of their temporal advancement in the present life, and shall enable them to pursue with efficiency any calling to which they may turn their attention. And so far as it furnishes the tools and instruments best adapted for the advancement of the scholars in the arena of social competition, it promises a fair measure of success. Religious subjects are not allowed to interfere with any of its arrangements, nor is the necessity of adopting any distinct Religious teaching admitted. On the contrary, to avoid all such difficulties, the Gordian Knot is cut, and the process of instruction is almost entirely secular, and confined to that description of knowledge, of the practical utility of which there can be no doubt; and Christianity and its Doctrines are left to be dealt with by every one according to his pleasure.

2. This I believe to be a fair representation of the teaching of Common Schools in Upper Canada. The System has assumed great dimensions, and no labour, or expense, is spared to promote its efficiency.

3. On referring to the Report of the Chief Superintendent of Education for 1854, I find the number of Common Schools to be 3,244, being an increase of 243 upon 1851. The Schools in which the Holy Scriptures are, to any extent, used may be taken at two-thirds of the whole number, as there appears only a trifling difference since 1851,—showing that of the 3,244 Common Schools in Upper Canada in 1854, in two-thirds, (2,163,) the Bible was read and in one-third, (1,081), it was not read.

4. One new feature, which I consider of great value, and for which I believe we are altogether indebted to the able Chief Superintendent, deserves special notice; it is the introduction of Daily Prayers. We find that 454 Schools, or about one-seventh of the whole number, open and close with Prayer. This is an important step in the right direction, and only requires a reasonable extension to render the School System in its interior, as it is already in its exterior, nearly complete. But until it receives this necessary extension, the whole System, in a religious and spiritual view, may be considered almost entirely dead.

5. I do not say that this is the opinion of the Reverend Doctor Ryerson, who, no doubt, believes his School System very nearly perfect; and so far as he is concerned, I am one of those who appreciate very highly his exertions, his unwearied assiduity, and his administrative capacity. I am also most willing to admit that he has carried out the meagre provisions of the several enactments that have any leaning to Religion, as far as seems consistent with a just interpretation of the School Law. But with all this, I am fully convinced that the whole System of Education over which he presides is rotten to the core, and that its tendency it to produce general unbelief. For surely the cold and scanty recognition of the Gospel which we have noticed, and the partial reading of the Scriptures in a portion of the Schools, merely by sufferance, and the permitting of Prayer at the opening and closing of one-seventh only of these Schools, will be found quite insufficient to prevent this unhappy result. Much more is required to cherish and bring forth the fruits of true Religion. How so many able and good men continue so long to support such a System, may not be easily accounted for. But, it may, in a great measure, arise from hearing assertions constantly made that its "Basis is Christianity,"—an assertion, which a thorough and earnest examination would prove to be utterly fallacious. In the meantime, I conscientiously feel that such men, however good their intentions, are labouring under an unhappy delusion, which nothing short of a thorough knowledge of the Scriptures can remove.

6. If the children are confined to Arithmetic, Geography, Algebra, etcetera, while Religion, as a matter of instruction, is never introduced, it is absurd to affirm that, under such arrangements you are giving them "education". Education requires much more; it is to give your Pupils a moral training favourable to the good order of society, to the performance of their duties to God and man, and to become useful to them here and hereafter.

7. Now this cannot be done separate and apart from the Christian Religion. At page 14 of the Common Schools' Report for 1854, we have the sum of the Religious instruction ever given in these local Seminaries:—

"In each School the Teacher should exert his best endeavours, both by example and precept, to impress upon the minds of all children and youth committed to his care and instruction the principles of Piety, Justice, and a sacred regard to Truth; love to their Country, Humanity, and universal Benevolence; Sobriety, Industry, Frugality, Chastity, Moderation, Temperance, and those other virtues which are the ornament of society, and on which a free constitution of government is founded, etcetera."

8. Now, it so happens that these very same words (which the Council of Public Instruction for Upper Canada quotes from an avowed Unitarian source*) are literally copied by Lord John Russell in his speech before Parliament on the 6th of March last, when introducing his Resolution on Education, and what comment does his Lordship make upon them?

"It is obvious," says he, "that so far as these words are concerned, they might have been enacted by the Senate of Rome before the introduction of Christianity, for there is nothing in the words which bear the mark of any distinct Christian character."

9. After admitting that many eminent men were in favour of the "Secular System," and who think that to attend the Public School during the week, and afterwards receiving, on the Lord's Day, distinct Religious Instruction either at Sunday School, or at home, children may be brought up good Christians, his Lordship adds, that those favourable reports are nevertheless called in question; and, while offering no opinion of his own, he says, with regard to our own Country, there are great authorities against it, and there is a strong public sentiment which would not approve the enactment of such a system. He quotes two authorities only, that he might not be tedious—the Reverend Doctor Thomas Arnold and the Reverend Mr. Cook. Doctor Arnold says:—

"The moment you touch on what alone is education—videlicet, the forming of the moral principles and habits of men,—neutrality is impossible. It would be very possible if Christianity consisted really in a set of theoretical truths, as many seem to fancy; but it is not possible, inasmuch as it claims to be the paramount arbiter of all our moral judgments, and he who judges of good and evil, right and wrong, without reference to its authority, virtually denies it."

10. This opinion of Doctor Arnold is confirmed by the Reverend Mr. Cook, a Gentleman of great experience and intelligence. He says:—

"I have confined my observations hitherto to the secular aspect of school studies, because objections are generally made by persons who believe that the time of children in our National Schools is absorbed by the Church Catechism and unintelligent reading of the Old and New Testaments. But I do feel bold once more to record an opinion, deliberately formed, and confirmed by a long and minute acquaintance with the working of elementary schools, that, the one great influence which has elevated and developed the intelligence of those children—which has given clearness and accuracy to their perceptions,—which has moulded their judgments, exercised their reason and expanded their imagination,—has been the careful, daily and uninterrupted study of the Word of God. The Religious Instruction of our best Schools is of an excellence which has never been rivalled in any System of National Education, and which can be appre-

* The Bishop is here mistaken in ascribing the Regulations quoted to a "Unitarian Source." They were part of the Regulations of the Irish Board of National Education—on which, it is true, a Unitarian Member from the North of Ireland had a seat at the time of their adoption.

ciated only by those who have had opportunities, both of constantly examining the children under instruction, and of watching the effects of that teaching upon their conduct in after life.

"I know many young men and women who are now doing their duty heartily and faithfully in their appointed sphere of action, who gratefully attribute the measure of success which has rewarded their exertions to the impressions, instructions and habits, acquired in our National Schools."

11. Lord John Russell then asks, whether will you have Schools confined to those secular objects, to which I have adverted, or whether will you introduce into them moral instruction; and concludes with rejecting Secular Schools, because every body requires more than they can give, and the introducing of the Holy Scriptures. Now, I firmly believe, notwithstanding the apparent acquiescence in the System of Schools established in this Province, that the general feeling here is the same as in England, and that most parents consider any plan of education imperfect which does not instruct their children in their duty, both to God and man, on a Christian foundation.

12. Fortunately, this System, vicious as it is at present, may be very easily amended, and, without losing a particle of its value, may be made to supply with efficiency all that is wanting.

1st. Let Separate Schools be admitted in all Villages, Towns and Cities, when required, and let the same privilege be extended to the Country, whenever the population warrants their introduction.

2nd. Till this Regulation takes effect, let it be provided that all Public Schools whatever be opened and closed with Prayer, and that a portion of the Holy Bible be daily read; and farther, that the Lord's Prayer, the Apostle's Creed, and the Ten Commandments, be regularly taught in every such School; provided, nevertheless, that no child be compelled to receive Religious Instruction, or attend any Religious Worship, to which his, or her, parents shall, on conscientious grounds, object.

13. These simple provisions would interfere with nothing of importance that exists in the present School System, nor in any way disturb its elaborate machinery, which would apply, as well as it does now, to every exigency that might occur. All the different Religious Denominations which desired it would have their Separate Schools, and could arrange, according to their particular views, the Religious Instruction of their children. Hence all the heartburnings that at present exist would be removed, Nine-tenths of the Protestants, and all of the Roman Catholic population, would be satisfied; and throughout the Country, where the thinness of the Settlers prevented the establishment of Separate Schools, the inhabitants would rest content under the second provision, until they were able to support them.

Although the remainder of the Address does not deal specifically with our Public School System, yet it contains valuable suggestions as to how the younger Members of a Church should be influenced and encouraged, as well as trained in the Schools, in the essential matters of the Christian life, both in the Sunday Schools and also by the Pastors of Churches. I, therefore, insert it, as it completes the Bishop's Charge, and its suggestions are useful for School Teachers.

14. Before passing from this important subject, there are two, or three, points in which we, the Ministers of Religion, are especially interested, and to which I, therefore, request your serious attention. We must not wait for the adoption of these amendments to our System of Education. Thankful shall we be for them, when obtained. But, in the meantime, we must redouble our exertions to protect our flock, and especially our children and youth, by increasing the number of Sunday Schools. You ought to have one at each of your Parish Stations.

15. The difficulty is to find Teachers. This I know from experience, to be great; but I likewise know that, in most cases, it may be overcome by activity and kindness. In most places we shall find, by a diligent search, sober and pious individuals, willing,

under your occasional assistance, advice and encouragement, to undertake the labour. If sincere in the work, they soon become themselves anxiously alive to the progress of their classes, and begin soon to discover that their regular attendance is rather a pleasure than a toil.

16. Great care must also be taken as to the manner and value of the instruction imparted. You must not be content with merely teaching the Articles of Faith, and forms of devotion. These can be very soon learned by the children; but, without a tender and minute explanation, they do not reach the heart. Young persons taught in this way are apt to consider themselves possessed of Religion, when it has, as yet, no sure foundation; and finding that it does not enable them to withstand temptation, nor when they have sinned, does it excite a lively remorse and repentance, they infer that it is useless, and become indifferent. Hence, when assailed by wicked companions, they easily fall into transgression. Again, when they find themselves defenceless against ordinary cavils, and feel surprised at their inability to answer them, instead of seeking correct information, they too frequently fall into corrupt unbelief, which they discover to be more acceptable to their passions and a solace to their ignorance.

17. In imparting Religious Knowledge, every portion should be patiently and thoroughly explained, as we proceed. This, no doubt, requires natural ability in the Teacher; some acquaintance with sacred and profane history, and a readiness to illustrate what he is inculcating, with apt examples from the Bible and other sources. But in all this they will, and should, find encouragement from you; and, with the help of a few well-chosen Books, to which you can direct them, they will rapidly acquire the knowledge necessary to enable them to dispense it with satisfaction to their Scholars. Your Teachers, while instructing others, will rapidly advance in learning themselves, not merely intellectually, but morally; and, after a time, they will become more patient and forbearing,—more cheerful under labour; and, at the same time, firmer and more just in their decisions.

18. The Teachers receive great encouragement when the Minister himself catechises in public. It is the mode of instruction which was universal in the first ages of the Church; nor is it long since it was general in our own. It was sadly neglected during the latter part of the last Century, and in the early part of this one; but it has of late years revived, and is extending on every side, and may be considered one of the most healthy signs of the times. Such public catechising not only benefits the children themselves, but confers a blessing upon all present, and is peculiarly interesting to the Teachers, and, more especially, when you can induce them to ask you to explain any difficulties that come in their way, and encourage them also to question their own hearts as to the progress they are making in the spiritual life.

19. There are times when all Clergymen of a serious and reflecting character, feel painfully dissatisfied at the little intercourse which has been kept up between themselves and those of their flock, whom they have prepared for confirmation.

20. The intimate acquaintance which grows up between the Pastor and his youthful Parishioners during the preparation for this holy rite, naturally produces confidence and good feeling, and is commonly attended with many acts of kindness and affection,—but all seems dissolved and gone when the Bishop departs. Not, perhaps, always, because the first Communion in many well-ordered Parishes soon follows and keeps up the endearing connection. But, in general, the newly confirmed youths are, to a great degree, lost sight of, and the tender influence which the Clergyman had acquired is gradually loosened, until it altogether disappears. Now, there seems no better plan for continuing their salutary influence, and strengthening the moral habits which may have been commenced, than that of establishing occasional meetings with the newly confirmed, perhaps once a week, or even once a month, to converse on religious subjects. Such meetings may, by a judicious Clergyman, be turned to infinite advantage. It is the Father meeting his children, and instructing them as their parent,—conversing with them indulgently and frankly, and encouraging them to im-

part their difficulties, their hopes, and their fears, that they may be counselled and directed. He can suggest such Books as may be most profitable for them to read, and, as occasions offer, he can point out the pernicious tendency of promiscuous reading, and the errors of such popular publications of the day as come in their way. Such intercourse begets confidence, and, in time, friendship,—and may, under a wise guidance, be made exceedingly pleasant and salutary, while it extends the influence of the Pastor over many minds who will be prepared to assist him in promoting schemes of benevolence and good-will throughout the parish and neighbourhood.

21. The progress of human knowledge can never be arrested, nor, when rightly understood, is it opposed to Divine Law. They are not rivals or enemies, but in the closest agreement, for they both come from God. The written Word and the unwritten page of Nature equally manifest His power and glory, and both are essential to social improvement. The Gospel of Salvation and of human knowledge join hand in hand in promoting the moral and mental amelioration of our fallen race. Let, then, the good Angel of the Lord preside over all our Educational Institutions, with the Bible in his right hand and the volume of Human Knowledge in his left!

22. One of the steps in the progress of infidelity is to banish the Holy Scriptures from the Common Schools—wholly, if possible, or partially, when a full interdiction cannot be effected. Now, the dissemination of the Scriptures has been justly called the bulwark of the Reformation, and it is pleasing to reflect that in no age of the Church since that period has this been more warmly felt, and more strenuously carried out, than during the last fifty years. Nevertheless, we find in this Diocese that in more than 1,081 Public Schools the Bible has not yet been introduced; but, on the other hand, we have the satisfaction to announce that public opinion has compelled its adoption in 2,163 of these Schools—that is in two-thirds of the Common Schools; and we are encouraged to believe that, in a short time, the same happy influence will not leave one single Public School unprovided with the Word of God.

After the Bishop concluded his Address the Synod proceeded to business and the Reverend Adam Townley moved that it be resolved, that application should be made to the Legislature for the right of having Separate Schools being extended to the Church of England. Mr. E. G. O'Brien seconded the Motion.

Reverend Arthur Palmer said, that no man could be more strongly in favour of having Religious Education than he was, but after careful consideration, he had come to the conclusion that to attempt to obtain the establishment of Separate Schools for the Church of England was simply impracticable. He, therefore, moved the following resolution in amendment:—

1st. That this Synod earnestly desire that such measures shall be taken as shall impart to the Common Schools of this Province a Religious character, so far as in its unhappy state of religious division it can be done consistently with the rights of conscience,—and, to that end, that all the Common Schools be opened and closed with Prayer; and that a portion of the Holy Scriptures be read daily therein; provided always, that no child shall be compelled to be present at such Prayers, or reading, of the Scriptures, whose parents, or guardians, shall object to his doing so.

2nd. That this Synod does not deem it expedient to seek the establishment of any other Separate Schools, except those which the Members of the Church of England shall be enabled to establish, seeing that in contending for Separate Schools as part of the Common School System they would only be seconding the too successful efforts of the Roman Catholic Church to inculcate its system of intolerance and superstition at the public expense.

The Bishop expressed his opinion that, after the discussion they had had, it would be better that the motion and amendment should be withdrawn, which was agreed to.

MINUTE ADOPTED BY THE COUNCIL OF PUBLIC INSTRUCTION FOR UPPER CANADA, ON THE 22ND OF APRIL, 1857, IN REGARD TO RELIGIOUS INSTRUCTION IN THE PUBLIC SCHOOLS.

That in order to correct misapprehensions, and define more clearly the rights and duties of Trustees and other parties in regard to Religious Instruction in connection with the Common Schools, it is decided by the Council of Public Instruction, that the Clergy of any Religious Persuasion, or their authorized representatives, shall have the right to give Religious Instruction to the pupils of their own Church, in each Common School House, at least once a week, after the hour of four o'clock in the afternoon; and if the Clergy of more than one Persuasion apply to give Religious Instruction in the same School House, the Trustees shall decide on what day of the week the School House shall be at the disposal of the Clergyman of each Persuasion, at the time above stated. But it shall be lawful for the Trustees and Clergymen of any Denomination to agree upon any other hour of the day at which such Clergyman or his authorized Representative may give Religious Instruction to the Pupils of his own Church, provided it be not during the regular hours of the School.

THE BIBLE FOR RELIGIOUS INSTRUCTION IN THE PUBLIC SCHOOLS.

The Sabbath School Association of Ontario thus declared itself on the use of the Bible in the Public Schools, 1904: —

In view of the general sentiment among the Evangelical Churches in favour of a closer union, there is special interest in the propaganda now being conducted by the Sabbath School Association of Ontario in favour of reading the Bible in Public and High Schools. This is a point upon which all the Churches are agreed, and at various Church courts resolutions have been passed in favour of it. To those synods, conferences, and annual assemblies that have not yet pronounced on the question, the Association is sending the following resolution for consideration: "Whereas our civilization depends for its highest development on an individual manhood, based upon the teaching of the Word of God as found in our Christian Bible, and whereas we have in our uniform lesson system, coupled with the daily Bible readings of the International Bible Reading Association (each of them selected by a body of men standing in this respect aloof from either political or partisan influences, yet representing in certain respects all the Protestant Churches) the material needed to meet this long-felt need; and whereas there would not be the least linking of Church and State by thus extending more widely the benefits of a uniform system of Bible influence, and putting to a new use the matter already in hand; and whereas such an expansion of the use of our uniform lesson system, and the daily Bible readings mentioned above, seems possible without favour or injury to any one from either an ecclesiastical or political standpoint—be it resolved, that the Protestant Churches of this Province memorialize the Minister of Education of Ontario, requesting him to take such steps as may be necessary to make these uniform lessons and Bible readings the Bible readings to be used in the School system of Ontario."

The Reverend William Armstrong, of Ottawa, thus referred to the use of the Bible in the Public Schools:—

The undoubted responsibility rests upon parents for the education of their children and the Christian parent is bound to give his child a Christian education. In the matter of religious instruction the Word of God is to be faithfully and constantly

used. The Christian parents' duty with regard to this Book is summed up in the divine injunction: "Those words which I command thee shall be in thine heart, and thou shalt teach them diligently unto thy children, and thou shalt talk of them when thou sittest in thy house, and when thou walkest by the way and when thou liest down, and when thou risest up."

Though the responsibility for such careful instruction in the Word of God cannot be removed from the parents, yet in the intense pressure of modern life when most men are busily engaged from early morning till late at night and have little opportunity, be they ever so willing, to teach their children anything "diligently" or of walking with them and talking to them by the way, parents must depute, in many respects, the education of their children to others who devote their whole time to such work.

The school teacher stands in *loco parentis*, the school and the teacher taking the place of the home and the parent in by far the greater part of the instruction the child receives.

It is, therefore, manifestly the duty of Christian parents who place the spiritual welfare of their children above every other consideration to see that their moral and religious education be attended to as thoroughly as possible in these schools. . . . If it be said that the home and the Sabbath School are the proper places for religious training, we say it is not enough, and only those who look at the theory and ignore the facts will say it is enough. Even in thoroughly Christian households, with the aid of earnest Sabbath School Teachers, it is not enough, and what is the result in careless households with indifferent Sabbath School teaching? The child's mind and attention are monopolized by the school, and with difficulty can the most faithful Sabbath School Teacher obtain the recitation of even a few verses. Nor can you, when a child's mind is completely occupied with school lessons, find lodgment for sufficient religious instruction.

If religious instruction be neglected in our schools it is not likely to be supplied elsewhere. What is needed is to give full effect to the fundamental principle underlying our school regulations, which declares they are based upon the fact that this is a Christian country. If so, the Bible, which is the exponent of the Christian religion, should be in our schools, not merely as an optional, but as an obligatory work of instruction. How it should be used is a matter upon which there will be found to be substantial agreement. If it be enjoined to be read at the devotional services, and if selected portions, containing the essential doctrines and precepts of our religion, such as the Ten Commandments, passage from Proverbs and Psalms, the Sermon on the Mount, and other passages from the gospels and epistles, be committed to memory, it is all that Christian parents will desire.

If, on the other hand, sound religious and moral instruction be given, I have no fear but the truth will be illustrated that "righteousness exalteth a nation."

The Christian Church and Christian pastors have a right to expect that in this land the public schools will be nurseries of truth and holiness.

Finally, so far as national prosperity is concerned, it is not too much to say that whatever affects the school will soon be felt in the national life.

The Governor of Georgia embodies the following in his annual message:—

How important it is, therefore, that the masses of the people be educated, so each may be able to read, and understand for himself the constitution and history of his country. How much more important it is, in my opinion, that every person in the State be enabled to read for himself in the Holy Bible, and to comprehend the great principles of Christianity, in the eternal truths of which I am a firm though humble believer. Educate the masses, and inculcate virtue and morality, and you lay broad and deep, in the hearts of our people, the true basis of our future progress.

Mr. W. H. Nelson, in retiring from his office as President of the New York Board of Education, addressed the following words, chiefly of counsel, to the members of the Board:—

There must be the restraint of a moral code given by divine authority, to keep in check the selfish dispositions and unruly wills of men. It is therefore I trust, that so far as lieth in you, and within constitutional limits and the provisions of the statute, you will encourage the constant reading in the Schools of that Holy Volume which alone teaches pure morality, while it speaks the words of eternal life. While we read in that sacred book that "Righteousness exalteth a nation, but sin is a reproach to any people," "The powers that be are ordained of God; whosoever, therefore, resisteth the power, resisteth the ordinance of God," and many other passages of like import, are we not convinced that these declarations sounded constantly in the ears of our pupils, with the knowledge that they are the words of the Great Jehovah, will cause them to have a more earnest desire to discharge their duty as good citizens.

While our children are learning the use of arithmetic and are taught to calculate,—is it not well to let them know that there is a book which teaches them "to reckon that the sufferings of this present time are not worthy to be compared to the glory which shall be revealed in us"? While they are examining the map of this perishing earth, is it not well for them to know that there is a chart by which they may steer their course to Heaven? While they are learning the names and laws of motion of these bodies which float around us in the Heavens, is it not well for them to hear that "The wise shall shine as the brightness of the Firmament, and they that turn many to righteousness as the stars forever and ever."

There is a priceless possession—the most valuable that any can possess—it is the inalienable right of every one. It is the right of perfect religious freedom. I would have this right guarded with a most jealous care—but what can be done without violation of this right and without sectarianism, to teach the pupils of our public schools their accountability to the Great Ruler of the universe, I would have done for the good of society, their own temporal happiness and the welfare of their immortal souls.

The Superintendent of Education in the City of New York adds:—

There can be no doubt that a very large majority of our fellow citizens, who contribute to the support and maintenance of our Public Schools, are earnestly desirous that the Bible should be daily read in all these institutions, and that its sacred authority should be recognized and revered, and its sublime lessons inculcated as a part of the system of instruction. The Board of Education, representing the different religious denominations into which the community is divided, have with entire unanimity, expressed their hearty concurrence in this view of the subject, and given to it the weight of their recommendation. The best interests and highest welfare of the rising generation imperatively require that the element of Christian religious culture should form a distinct and prominent portion of the education conferred upon them.

As a Christian people, we desire that our children should be taught uniformly to reverence and regard the dictates of the religion we profess—to be governed by its counsels, and to direct the whole current of their lives by its spirit. We are unwilling to consent that their future character and habits shall be formed without any recognition of, or respect for, the great charter of our religious faith.

HAND BOOK ON CHRISTIAN MORALS.

With a view to facilitate the giving of Religious Instruction in the Public Schools, the Chief Superintendent, with that view, prepared a comprehensive Book on *Christian Morals* for the use of the Clergy, or their Representative, or of the Public School Teachers, in performing this essential part of their responsible duties. The value of this most useful Hand Book is thus referred to by some of the Religious Periodicals of the day:—

"The object of this Treatise is to supply for our Public Schools a Text-book containing the elements of moral and Christian truth. We have perused it with a good degree of interest and pleasure, and regard it as on the whole a safe and useful Hand-book of Religious Instruction. There can be no doubt that it will supply a want that has long been felt in our Common School System. We rejoice that its venerable Author is spared to bring forth fruit like this in a green old age; and we have good hope for the future of our country, if the minds of the rising generation are imbued with the important truths contained in this valuable little work, which gives evidence of wide research, vigorous thought, and judicious arrangement."—*Canadian Baptist*, January 11th, 1872.

"This Book is one of the series of School Books authorized by the Council of Public Instruction for the use of Schools. It contains a comprehensive but condensed summary of the leading principles of Christian Morals, in the form of question and answer, and will be found to contain in an abbreviated form the substance of much larger works. As far as we have examined the definitions are of an exceptionable character, being based upon the teaching of Holy Scripture."—*Christian Guardian*, 20th December, 1871.

"We hail this Book from the pen of Canada's veteran Educator and Divine, as filling an important place in our 'Canadian Series of School Books.'—We regard that kind of education which cultivates only the intellect, leaving the heart and conscience untouched, as fundamentally defective; and we are glad that a Text-book has been prepared, which, while carefully avoiding even the appearance of sectarian teaching, presents the grand obligations of Christian morality in a light both clear and strong. We hope Doctor Ryerson's Manual will be introduced forthwith into all our Schools."—*Pure Gold*, January 5th, 1872.

"And while the children at the Public Schools are taught those general principles of faith and practice which all acknowledge at their homes and in the Sunday School, the Parents, Sponsors and Teachers will give them further teaching in those divine truths which we hold dear, but which could not be expressed in a work intended for all Christian bodies in common. With this restriction we commend the work to the public, in the assurance that it will be the means of great usefulness to the children of our Public Schools, and that it will in no small degree meet the demands of those who have advocated Religious Instruction in our educational institutions."—*Church Herald*, December 21st, 1871.

"It is no easy thing to prepare a book of Religious Instruction which will be generally acceptable to the different communions represented in the Schools of this country, yet the Chief Superintendent in this book has successfully accomplished this difficult task. He has given a large amount of definite Religious teaching which cannot but exercise a wholesome influence on the pupils who receive instruction therefrom. We find that the Holy Scriptures and Daily Prayers have a recognized place in the Public Schools. It is further provided that the Ten Commandments be taught to the pupils weekly. Next, we see that the Clergy are recognized by the law, and are invited to

perform the functions of School Visitors. No Clergyman visiting a Public School is an intruder, but is expressly desired to advise and examine, and to exert his influence in order that the tone of the School may be pervaded with a right spirit. But, in addition to this, the principles of Christian Morals are now to form a part of the prescribed Course of Instruction, with the provision, however, which the law enacts for the protection of the various phases of conscientious conviction, that no child can be obliged to participate in any Religious teaching of which his parent may formally signify his disapproval. We are, therefore, of opinion that the State may in all fairness say to the Church authorities:—'I have done my part. I have provided efficient secular instruction. I have enthroned God's Word in my Schools. I have inculcated the duty of Prayer to Him that His blessing may accompany my teaching. I have provided suitable times when His Scriptures may be read and worship offered, and even approved forms of Prayer are placed in every School. I have provided for the teaching of the moral law, and I have extended an invitation and given opportunities to every Clergyman in the land to aid me in the holy work of rearing a race of good citizens. I recognize the need of this help. But I am no longer allowed to be the nursing mother of the Church, and I must throw upon the people and their pastors the responsibility, if there still be a lack of Christian teaching.'"—*Anon.*

MEMORANDUM ON THE SUBJECT OF RELIGIOUS INSTRUCTION IN THE PUBLIC SCHOOLS.

By the Honourable Adam Crooks, Minister of Education, 1878.

A Deputation from the Synod of the Presbytery of Hamilton and London, consisting of the Reverend John Laing, M.A., Moderator, and the Reverend W. Cochrane, D.D., Clerk, have submitted for my consideration the following questions, viz:—

1. May the local Trustees, without contravening the School Law, require Teachers to use the Bible in whole or in part as a Text Book, giving such instruction as is needed for the proper understanding of what is read?

2. Is there anything in the Regulations and programme at present in force to prevent the introduction of such reading of the Holy Scriptures as part of the regular Course of Instruction, and work of the School, when the Trustees desire this to be done?

I explained verbally to the Deputation my views of the Law and Regulations upon these important points, and promised to express them officially in writing in order that they might be generally understood.

The law on the subject of Religious Instruction in the Public Schools will be found in the Ninth and Tenth Sections of the Public Schools Act, (Revised Statutes, Chapter 204). The Ninth Section reads as follows:—

No person shall require any pupil in any Public School to read, or study, in or from any religious book, or to join in any exercise of devotion, or religion, objected to by his, or her, parents, or guardians.

The Tenth Section provides that

Pupils shall be allowed to receive such Religious Instruction as their parents and guardians desire according to any General Regulation provided for the Organization, Government and Discipline of Public Schools.

By Section 4, Sub-section 10 of the Act respecting the Education Department (Revised Statutes, Chapter 203) the Education Department is empowered to make Regulations from time to time for the Organization, Government and Discipline of the Public Schools, and the like power was possessed by the former Council of Public Instruction under the Act of 1874. The general Regulations for the Government of Public Schools now in force are those prescribed by such Council in 1874, and comprise the following Regulations on the subject of Religious Exercises and Religious Instruction:—

II. Religious and Moral Instruction in the Public Schools.

1. As Christianity is recognized by common consent throughout this Province as an essential element of Education, it ought to pervade all the Regulations for elementary instruction. The Consolidated Public School Act, Section 142, provides that no person shall require any pupil in any Public School to read, or study, in, or from, any Religious Book, or to join in any exercise of devotion, or religion, objected to by his, or her, parents, or guardians. Pupils shall be allowed to receive such Religious Instruction as their parents, or guardians, desire, according to any General Regulation provided for the Organization, Government and Discipline of Public Schools.

2. In the section of the Act thus quoted, the principle of Religious Instruction in the Schools is recognized, the restrictions within which it is to be given are stated, and the exclusive right of each parent and guardian on the subject is secured.

3. The Public School being a day, and not a boarding, School, rules arising from domestic relations and duties are not required, and as the pupils are under the care of their parents and guardians on Sabbaths, no Regulations are called for in respect to their attendance at Public Worship.

III. Opening and Closing Religious Exercises of Each Day.

With a view to secure the Divine blessing, and to impress upon the pupils the importance of Religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommends that the daily exercises of each Public School be opened and closed by reading a portion of Scripture, and by prayer. The Lord's Prayer alone, or the forms of prayer hereto annexed, may be used, or any other prayer preferred by the Trustees and Master of each School. But the Lord's Prayer shall form part of the opening exercise, and the Ten Commandments be taught to all the pupils, and be repeated at least once a week. But no pupil should be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the Master of the School.

IV. Weekly Religious Instruction by the Clergy of Each Persuasion.

1. In order to correct misapprehension, and define more clearly the rights and duties of Trustees and other parties in regard to Religious Instruction in connection with the Public Schools it is decided by the Council of Public Instruction that the Clergy of any persuasion, or their authorised representative, shall have the right to give Religious Instruction to the pupils of their own Church, in each School House, at least once a week, after the hour of four o'clock in the afternoon; and if the Clergy of more than one persuasion apply to give Religious Instruction in the same School House, the Trustees shall decide on what day of the week the School House shall be at the disposal of the Clergyman of each persuasion at the time above stated. But it shall be lawful for the Trustees and Clergyman of any denomination to agree upon any hour of the day at which a Clergyman, or his authorised representative, may give Religious Instruction to the pupils of his own Church, provided it be not during the regular hours of the Schools.

VIII. Powers and Duties of Masters and Teachers of Public Schools. Sub-section 15.

The Master shall see that the Regulations in regard to "Opening and Closing Exercises of the Day (Regulation III.)" are observed, and that the Ten Commandments are duly taught to all the pupils and repeated by them, once a week.

Each Master and Teacher is enjoined to evince a regard for the improvement and general welfare of his pupils, treat them with kindness, combined with firmness, and aim at governing them by their affections and reason, rather than by harshness and severity. Teachers shall also, as far as practicable, exercise a general care over their pupils in and out of School, and shall not confine their instruction and superintendence to the usual School Studies, but shall, as far as possible, extend the same to the mental and moral training of such pupils, to their personal deportment, to the practice of correct habits and good manners among them, and to omit no opportunity of inculcating the principles of truth and honesty, the duties of respect to superiors, and obedience to all persons placed in authority over them.

By the first of the General Regulations it is provided that the exercises of the day shall commence not later than *nine o'clock*, and shall not exceed six hours in duration, but, nevertheless, a less number of hours of daily teaching may be determined upon in any public school, at the option of the Trustees.

The management of the Public Schools in their several localities rests, under the Act, with the Trustees or School Board (as the case may be), who are constituted corporations for this purpose, and possess all powers expressed or implied which are necessary for efficiency, subject in the exercise of them to the General Regulations of the Department.

Recognizing this duty and responsibility on the part of Trustees and School Boards, the Education Department, in May, 1877, adopted a new Programme, or Course of Study, for the Public Schools, which took effect on the 15th August, 1877, in lieu of the Limit Table and Programme under the General Regulations of the former Council of Public Instruction. By the new Regulations no "Time" or "Limit" Table is prescribed, except in so far as the Trustees or School Board and Teacher may choose to regulate this, and the Course of Study is to be followed so far only as the circumstances of the particular school will allow. The attention of Trustees, School Boards and Teachers is also expressly called to the special provisions with respect to Religious Instruction contained in the General Regulations of 1874.

As our political system is founded upon Christianity and all our laws are in subordination to its principles, the Public School Act and Regulations have thus consistently recognized Religious Instruction as part of the ordinary exercises of the Public School, and have been carefully framed so as to secure to parents generally the training of their children in the truths of our common Christianity.

It will be seen that these Regulations are recommendatory and not mandatory, and leave the authority and duty with the Trustees or School Board of requiring their Teachers to use the Bible in whole or in part as one of the subjects of the ordinary exercises of the School, with such explanations (not of a denominational character) as may be requisite for the proper understanding of the language read.

This authority is, however, always subject to any objection on the part of the parent or guardian of any pupil to his or her joining in such religious instruction. I had occasion to consider this as a practical question in the case of School Section No. 11, Sombra, and annex a memorandum of the views then expressed.

From the Education Report for 1876 it appears that out of 5,042 Public Schools, in 4,193 Religious Exercises as recommended by the Regulations were practised. This tendency to recognize the benefits of Religious Instruction would be more generally appreciated by parents if it was fully understood that Trustees and School Boards can adopt, as part of the school exercises, systematic religious teaching, so that all the children whose parents do not expressly object may, by the reading of Scripture and explanation of its meaning, acquire an intelligent knowledge of Christianity, its examples, precepts and principles.

This interpretation of the Law and Regulations corresponds with the provisions of the English Education Act of 1870, and the practice of School Boards thereunder. The fourteenth section of that Act provides that in the case of Elementary Schools under Boards:

No religious catechism or religious formularies which are distinctive of any particular denomination shall be taught in the School; and in the seventh section it is declared that (1) "it shall not be required, as a condition of any child being admitted into or continuing in the School that he shall attend or abstain from attending any Sunday School or any place of religious worship, or that he shall attend any religious observance or any instruction in religious subjects in the School or elsewhere, from which observance or instruction he may be withdrawn by his parent, or that he shall, if withdrawn by his parent, attend the school on any day exclusively set apart for religious observance by the religious body to which his parent belongs:

(2) The time or times during which any religious observance is practised or instruction in religious subjects is given at any meeting of the School shall be either at the beginning or at the end, or at the beginning and the end of such meeting, and shall be inserted in a Time-table to be approved by the Education Department, and to be kept permanently and conspicuously affixed in every school room; and any scholar may be withdrawn by his parent from such observance or instruction without forfeiting any of the other benefits of the School:

(3) The School shall be open at all times to the inspection of any of Her Majesty's Inspectors, so, however, that it shall be no part of the duties of such Inspector to inquire into any instruction in religious subjects given at such School, or to examine any scholar therein in religious knowledge or in any religious subject or book.

The School Board of the City of London has, under these provisions, passed the following Regulations as to religious instruction, prayers and hymns in their Schools:—

1. That in the Schools provided by the Board, the Bible shall be read, and there shall be given such explanation and such instructions therefrom in the principles of morality and religion as are suited to the capacities of children; provided always (*a*) that in such explanations and instructions the provisions of the Act in sections 7 and 14 be strictly observed, both in letter and in spirit, and that no attempt be made in any such Schools to attach children to any particular denomination; (*b*) that in regard to any particular School, the Board shall consider and determine upon any application by managers, parents or ratepayers of the District, who my show special cause for exemption of the School from the operation of this resolution, in whole or in part.

2. That such explanations and instructions as are recognised by the foregoing resolution shall be given by the responsible teachers of the School.

3. That in accordance with the general practice of existing elementary Schools, provision may be made for offering prayer and using hymns in Schools provided by

the Board at the time or times, when, according to section 7, sub-section 2, of the Elementary Education Act, "religious observances" may be "practised."

4. That the arrangement for such "religious observances" be left to the discretion of the teacher and managers of each School, with the right of appeal to the Board by teachers, managers, parents or ratepayers of the District; provided always that, in the offering of any prayers, and in the use of any hymns, the provisions of the Act sections 7 and 14 be strictly observed, both in letter and in spirit, and that no attempt be made to attach children to any particular denomination.

5. That during the time of religious teaching or religious observance any children withdrawn from such teaching or observance shall receive separate instruction in secular subjects.

6. That a copy of sections 7 and 14 of the Elementary Education Act, 1870, and also of the Regulations 1, 2, 3 and 4, must be hung up in a conspicuous part of the School Room.

7. That a syllabus of subjects of Bible Instruction for one month in advance must be prepared by the teacher and forwarded to the Clerk of the Board at the beginning of each month.

The London School Board further adopted a scheme for examination in Scripture knowledge for prizes founded by Mr. Peck, and on the occasion of their distribution in July, 1877, at the Crystal Palace, by Lord Sandon, vice-president of the committee of the Privy Council on education, these important facts tending to show the success of this system of religious instruction were elicited, viz: that 82,000 children had voluntarily competed, who had attended upon the religious exercises under the regulations at least 240 times during the year, and that with respect to 150,000 children—being the total number in the schools—only fifty parents had withdrawn their children from religious instruction. It was also stated that the teachers had so faithfully performed their duty in keeping their teaching free from sectarianism that there had not been a complaint from parents during the whole seven years the above regulation had been in force; and that this system worked so well that it had effectually settled all difficulties on the subject.

According to my interpretation, therefore, of the Law and Regulations applicable to Public Schools in Ontario, I beg to reply to your two questions in the affirmative, and to advise your Synod that, *firstly*, School Boards and Trustees can lawfully require their Teachers to use the Bible or portions thereof as part of the ordinary exercises of the school, giving, however, such explanations only as are needed for a proper understanding of what is read, and, *secondly*, there is nothing in the regulations or programme respecting the Public Schools now in force which can prevent the introduction of such reading of the Holy Scriptures as part of the regular course of instruction and work of the School when the Trustees or School Boards require this to be done. But on the contrary the Law permits, and the Regulations strongly recommend, the daily practice of such religious exercises.

It will thus be seen that it is open to parents generally, whatever may be their different churches, to cordially unite with Trustees, School Boards and Teachers, in promoting such religious exercises in the Schools, and thus to improve the character of our youth, and so form a community distinguished not only for its intelligence, but for its fair dealing and law-abiding and moral qualities.

Education Department, (Ontario), Toronto, 2nd April, 1878.

MEMORANDUM AS TO RELIGIOUS EXERCISES IN THE PUBLIC SCHOOLS.

1. A difficulty has arisen in School Section No. 11, Sombra, with respect to the action of the School Teacher in suspending from attendance the children of the Roman Catholic resident ratepapers.

These children had, under the directions of their parents, refused to stand up with the other children while the Teacher, at the opening of the School, was reading the Lord's Prayer, and, at the close, when pronouncing the benediction.

2. The Teacher considered that to allow these children to sit while the others were standing during these exercises would be such non-compliance with the Regulations of the Department as would authorize the Inspector to report the neglect, and the School might thus become disentitled to its share of the Legislative grant.

3. The Trustees sustained the Teacher, being of opinion to allow this would be a disrespect to the religious exercises prescribed by the Regulations for the opening and closing of Public Schools.

4. The parents then appealed to the Inspector, who replied that he thought the Trustees had the right to insist that those children who would remain in the schoolroom should so far engage in the prayers as to stand while they were read, and if any objected to this, the law provided they might retire.

5. The matter has now been brought before me by the parents, who contend that it is their privilege to refuse to allow their children to join or take part in any religious exercises to which they object, and that their children cannot be excluded from the School during these exercises.

In this, as in most rural Schools, I assume there is but one room, and no proper shelter to be found outside of it.

6. I think that both parties have been acting under some misapprehension of their correct positions, but no doubt as they honestly understood them.

Neither the Teacher nor the Trustees considered they could act otherwise without neglecting the prescribed Regulations according to their view of them, and the parents knew that the School Law expressly conceded to them the fullest liberty of objecting to any religious exercises being imposed upon their children. The difficulty has arisen from misapprehending the sense of the Regulations of the late Council of Public Instruction respecting religious exercises in opening and closing the Public Schools.

These Regulations are not "imperative," so that they must be carried out by the Trustees, but are "recommendatory" only.

This recommendation is prefaced by a quotation of the 142nd section of the School Act, which secures to parents the fullest right of control over the religious instruction of their children, and is followed by the statement that no pupil should be "compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the Master of the School."

This regulation, therefore, preserves to the parents, in this case, the liberty to exercise the rights which they have insisted upon, and there need have been no difficulty with the Teacher or Trustees in this case giving full effect to the wishes of these parents if there was any convenient place to which those children could

retire while these opening and closing exercises were being conducted. The General Regulations, however, require all the children to be present at the prescribed time for opening the School, and to remain for dismissal together. So that unless there are two school-rooms the children whose parents object to their joining in these daily religious exercises could not retire during them, unless into the open air. All the children have the same right to the school-room during school hours, and none can be properly excluded. In the absence of two school-rooms, into one of which the children of objecting parents could retire during these exercises, it would follow that they must remain in the same school-room, but without being obliged to take part in the exercises. These, however, are amenable to the same strict order and discipline as should prevail during the ordinary exercises of the School, and subject to the full authority of the Teacher. The Teacher could properly require them to occupy a form or seats by themselves, and to maintain a respectful demeanour, subject to the usual penalties for disobedience.

My counsel to the parties is that they should now act in accordance with the expression of what I consider to be their respective positions, and henceforth co-operate harmoniously, and thus secure to all the children of the section the advantages which the School can no doubt satisfactorily afford.

ADAM CROOKS, *Minister.*

Education Department, Toronto, March 31st, 1877.

SUPPLEMENTARY MEMORANDUM IN REGARD TO RELIGIOUS INSTRUCTION IN THE PUBLIC SCHOOLS.

Referring to my recent Memorandum on Religious Instruction in the Public Schools, there seems to be a misunderstanding with reference to my interpretation of the Law and Regulations as to the reading of portions of the Holy Scriptures as part of the ordinary exercises of the School. This arises in part from the form of the two questions put by the Deputation, and from the form of expression used in my summary of the Law and Regulations. That, when properly considered with the text of the Law and the Regulations, will be found to go no further than the Regulations themselves recommended, namely, that the daily exercises of each Public School be opened and closed by the reading portions of Scripture, and by Prayer. This is repeated amongst the powers and duties of Teachers, who are directed to see that these Regulations shall be observed. It will, however, be noticed that this is entirely recommendatory to Trustees; and my opinion on the Sombra case clearly expresses that these Regulations were not imperative so that they *must* be carried out by the Trustees, but recommendatory only.

My reference to the two questions put by the Deputation should be read by these considerations, which were explicitly put forward in order that the grounds for coinciding to the limited extent mentioned might be understood by all parties with whom any responsibility in this matter rests.

It is not intended by any expression of mine, that the reading of any portion of Scripture be attended with any exposition, or instruction in the nature of an exposition, of the text, and that explanations should be limited to the better understanding simply of the words used.

ADAM CROOKS, *Minister of Education.*

Education Department, Toronto, 11th April, 1878.

AUTHORITY TO ESTABLISH DENOMINATIONAL SCHOOLS IN CITIES AND TOWNS.

So continuously had the claims of the Churches of England and Rome in Upper Canada to establish Separate Schools been advocated, that a general provision was embodied in the Common School Act of 1850 to authorize the Boards of Common School Trustees in Cities and Towns, to establish, if they saw fit to do so, any "description of Schools" in such City or Town.

Those in Upper Canada who were strongly opposed to the establishment of Roman Catholic and Church of England Separate Schools held that, in all fairness to the other Christian Denominations in the Country, they too should have facilities given to them to establish such Schools for themselves, should they see fit to demand them, equally with the other two Churches named. Hence, to meet so reasonable a request, and to provide prospectively for the establishment of such Schools, the provision was inserted in the Common School Act of 1850, with a view to practically test public opinion on the subject. As a matter of fact, no single Denomination, beyond the two named, made any movement in favour of such Separate Schools for themselves, but remained through all the Separate School agitations firmly attached supporters of the Common School System of Upper Canada, and opponents of the principle of Separate Schools.

THE DUTY OF PARENTAL RELIGIOUS INSTRUCTION.

Jehovah said to his ancient people, the Jews, "These words which I command thee this day, shall be in thine heart; and thou shalt *teach them diligently unto thy children,* and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up." This command made it binding *on them* to instruct their children in the truths of God, and surely no one will say it is less so with us, to whom this injunction is now addressed; to whom Jehovah has so much more perfectly revealed his will, and who have been made the recipients of richer blessings. To us He has made known truths of the most instructive character, which are admirably adapted to engage, to elevate, and guide the youthful mind.

Search all the books that are provided to interest and instruct the young, and amidst the almost innumerable multitude, you will find none that will compare with the Word of God. Its biographies of the wise and good are inimitably simple, comprehensive, and beautiful. Its examples of the different results of virtue and vice are strikingly adapted to affect the heart. Its histories are unequalled, and such as cannot be found in any uninspired book. Its moral precepts and narratives enlist the conscience, and illuminate the soul. And its profound doctrines, such as the creation and the fall of man; the character and work of Jesus; the evil and the consequences of transgression; the necessity for repentance and regeneration; the way of justification by faith, and meetness for heaven; the solemnities of judgment; the immortality of the soul; the eternal punishment of the wicked, and the endless happiness of the righteous;—these are worthy of an angel's powers, and yet they are so presented as to be within the comprehension of a child; and when simply illustrated, and pointedly applied, they will deeply engage and impress the youthful mind.

Whatever is necessary to lead a child to purity and vigour of thought—to goodness and amiability of temper—to integrity and disinterestedness of action—to high and holy aims—and to happiness and usefulness on earth, with eternal glory in heaven—is found in the invaluable Word of God. It is the divine storehouse of all that is interesting and precious—of all that is adapted to mould and sanctify the character of man.

With such a Volume, so divinely adapted to renew the soul, nothing could be more reasonable or just than the command for Parents to diligently instruct their children in its blessed precepts.

THE BIBLE AS A TEXT BOOK OF RELIGIOUS INSTRUCTION IN THE SCHOOLS OF ONTARIO.

A Local School Superintendent having written to the Chief Superintendent to know if the Bible could be used as a Text Book for reading in the Schools, Doctor Ryerson replied as follows:—

1. The Council of Public Instruction has never expressed its disapproval of the use of the Bible in Schools in any form, but has recommended the Daily reading of it as a part of the Religious Exercises at the Opening and Closing of the School. The Bible being a Religious Book, the use of it comes under the head of Religious Instruction, the nature and extent of which, in each of the Schools, depends upon the Trustees, Teacher and Parent of Children.

2. The Trustees cannot be compelled to use the Bible, or any Religious Instruction in the School; nor can the Trustees compel the Teacher to give Religious Instruction, or use the Bible; nor can a Teacher compel a Child to read the Bible in School, or be present at any Religious Exercises against the wish of his Parents or Guardians. But it is, of course, a prudential consideration with the Teacher how far he would countenance the wishes of the Trustees on the subject, as they can, on the expiration of his agreement with them, employ another Teacher of more congenial views and feelings with their own.

3. The Fourteenth Section of the School Act of 1850 shows what kind of Books cannot be lawfully used in a School, without the express permission of the Council of Public Instruction. The Bible is certainly not a "Foreign Book."

4. But the whole matter of Religious Instruction is subject, by law, to the discretion of the Parents of Children and the Managers of each School; and with which the Local Superintendent, or even the Government, has no lawful authority to interfere, further than to secure the rights of it, and facilities for it, in behalf of those who desire it.

TORONTO, June 18th, 1858. EGERTON RYERSON.

In a Letter to the late Honourable Robert Baldwin, written in 1849, Doctor Ryerson thus refers to the question of Religious Instruction and the Bible in Schools:

Be assured that no system of Popular Education will flourish in a Country which does violence to the Religious sentiments and feelings of the Churches of that Country. Be assured that every such system will droop and wither which does not take root in the Christian and patriotic sympathies of the people,—which does not command the respect and confidence of the several Religious Persuasions, both Ministers and Laity—for these in fact make the aggregate of the Christianity of the Country.

Speaking in a subsequent Letter of another feature of the question of the Bible in Schools, Doctor Ryerson says:

The principal opposition which, in 1846 and for several years afterwards, I encountered was that I did not make the use of the Bible compulsory in the Schools, but simply recognized the right of Protestants to use it in the School (not as an ordinary Reading Book, as it was not given to teach us how to read but teach us the way to Heaven), as a Book of Religious Instruction, without the right, or the power, of compelling any others to use it. The recognition of the right has been maintained inviolate to the present time; facilities for the exercise of it have been provided, and recommendations for that purpose have been given, but no compulsory authority assumed, or right of compulsion acknowledged; and the Religious Exercises in each School have been left to the decision of the Authorities of such School, and the Religious Instruction of each child has always been under the absolute authority of the Parents, or Guardian of each child.

To the objection urged against the reading of the Bible in the Schools because "a majority of the Teachers are unfit to give Religious Instruction," Doctor Ryerson replied:

The reading of the Bible and giving Religious Instruction from it are two very different things. The question is not the competency of Teachers to give Religious Instruction, but the right of a Protestant to the reading of the Bible by his child in the School as a Text-book of Religious Instruction. That right I hold to be sacred and divine.

BIBLE SOCIETY DISTRIBUTION OF BIBLES IN THE SCHOOLS OF TORONTO.

During the thirty years that the Editor of this Volume was Senior Honorary Secretary of the Upper Canada Bible Society, he often took part, with the other Secretaries, in the distribution of Bibles in the Public Schools of Toronto, at the request of the Lessor of the Premises of the Bible Society, who donated part of the rent of the Premises to this object. It was always a very pleasant duty to do so.

BENEFICENT AND TRANSFORMING INFLUENCE OF THE TEACHINGS OF THE BIBLE.

One of the Teachers in Paisley, County of Bruce, in an Address on the subject of the Bible in the Schools, after referring to the Indian warfare on the Settlements in the early Colonial time, thus referred to the beneficent and transforming influence of the Teachings of the Bible:—

But to-day how changed is the scene. To-day we have a glorious prospect of a civilized continent, the peaceful arts cultivated and thriving to an extent never before approximated to; the inhabitants of thousands of Hamlets, Villages, Towns, Cities, etc., praising God that His Book gained admission to this vast Continent. "Has not the wilderness and the solitary place become glad because of it," and "does not the desert rejoice and blossom as the rose?"

What great additional and continuous good, then, must the Bible accomplish for the Schools when regularly and faithfully used. Speak of Godless schools! Just introduce this Blessed Book. Let it be well read, marked, learned and inwardly digested,

frequently and prayerfully, and my word for it, the crooked places shall be straightened and the rough places made smooth. It will exalt the valleys and level the hills; Godlessness shall vanish. This Book of Books is the panacea for our ills: it is the Balm in Gilead, the Physician: it will cause a revolution for the better in any School in which it is used. . . . The Bible speaks with the tongues of those who are thousands of years dead, of warning and of counsel. . . . The Bible is a hallowed Book.

"Within this awful Volume lies
The mystery of mysteries.
Thrice happy they of human race
To whom our God has given the grace
To read, to mark, to learn, to pray,
To lift the latch and face the way:
But better they had ne'er been born
Who read to doubt or read to scorn." . . .

Glancing at the report of the Chief Superintendent for 1867, I observe that the Bible or Testament has been used in just eight schools less than three thousand, or in about three-fourths of the Public Schools of Ontario. Alas! for the Pupils of the thousand Schools in which it is acknowledged that the Bread of Life, the Light of the World, is not used.

What practical evils must arise from this contempt for God's Word—this determination to have none of it during six hours of each teaching day; and even in the Schools in which it is used, with what apathy, formality, and brevity is it often read. Does the Teacher search diligently for goodly pearls? Is it not a better way to allow all the Pupils who can read it, to do so? And of course the others have ears, so that each little one can extract the instruction and information adapted to its own particular wants. Observe, Teachers! It is a Book which children can comprehend infinitely sooner than many imagine.

Put the Book of God into their little hands, sir, for in it are beauty, sublimity, invention, imagery, that are to be found in no other Book. In it are to be found the beauties of allegory, apologue, parable, and enigma, enforcing truth with indelible impression. We have there the beauties of poetry, of prophecy, of revelation; the beauties of Christ,—of His life and conversation: Where is there poetry that can be compared with the song of Moses after the destruction of Pharaoh and his host? Listen, please:—

"Sound the loud timbrel
O'er Egypt's dark sea!
Jehovah hath triumphed—His people are free!
Sing—for the pride
Of the tyrant is broken,
His chariots and horsemen all splendid and brave,
How vain was their boasting!—
The Lord hath but spoken
And chariots and horsemen are sunk in the wave."

What say ye of the beautiful, the inspiring Psalms of David, the sweet singer, the instrumental performer, who tuned his harp to aid his heart and voice in melodiously singing the praises of his Creator? (By the way I hope to see a clause introduced into the School Act to the effect that no teacher shall be considered first-class unless he be a skilled vocal and instrumental musician; for the value of music, as an auxiliary in teaching, is incalculable.) Where is there poetr ythat can be compared with the Song of Solomon? Was there ever an Ode of the kind to be compared with the Song of David upon the death of Saul and Jonathan? And what think ye of the Lamentations of Jeremiah?

Listen to Byron upon the destruction of Sennacherib and his hosts:—

"The Assyrian came down like a wolf on the fold;
And his cohorts were gleaming in purple and gold;
And the sheen on their spears was like stars on the sea
When the blue wave rolls nightly on deep Galilee.

"Like the leaves of the forest when summer is green,
That host with their banners at sunset were seen.
Like the leaves of the forest when autumn hath blown
That host with their banners lay withered and strewn.

"For the angel of death spread his wings on the blast,
And breathed on the face of the foe as he pass'd;
And the eyes of the sleeper waxed deadly and chill;
And his heart but once heaved and forever grew still."

Where in the compass of human language is there a paragraph which for boldness, variety, delicacy, strength and eloquence equals the passage in which God answers Job out of the whirlwind? What human imagination without effort ever went down to the foundations of the Earth, "stood at the doors of the ocean", visited the place where the day spring from on high takes hold of the uttermost parts of the earth; traced the thunderbolt and penetrating the chambers of nature demanded Hath the rain a Father? Or who hath begotten the drops of dew? and in all that is vast, dreadful and beautiful proclaimed the glory of Him "who is excellent in counsel and wonderful in working."

What narrative can be more beautiful, attractive, interesting and instructive to the young enquiring mind, or can better serve to promote and strengthen filial affection than the history of Joseph, the type of our Saviour. While the party who addresses you was a School Boy of from six to twelve years he can well remember the beneficial effects resulting from the perusal of the history of Joseph. A thousand times I have read it, and indeed it appears that I shall never be wearied of it. What a flood of light pervaded my young mind when I had in a certain degree comprehended the Book of Genesis, and formed an idea of the origin of our race. With what anxiety and earnest inquiry did we trace and follow the footsteps of the Divine Lawgiver from his Bulrush Cradle on the Nile to the scene at the Burning Bush, thence to the terrors of the Egyptian plagues, thence to the crossing of the Red Sea—so magnificent, awe-inspiring, and unequalled—thence to the promised land, and so on to the rise and fall of the people of God as a nation. How edifying to the young mind is the perusal of the Book of Daniel, and how is the mind cautioned in reading the terrible consequence of rebellion in the Lamentations of Jeremiah. When I have desired to pry into futurity and gain a conception of the final state of the earth and of mankind, where could I have obtained fuller information than in the Books of the Prophets and in the Book of the Revelations; and by no other means can the ideas of children be better directed to a knowledge of the Saviour than by frequent perusal of His word; for of Him and through Him and to Him are all things.

Will not the hearts of little children be sorrowful, and their sympathies be drawn forth while reading the sentence,—"In Rama was there a voice heard, lamentation and weeping and great mourning, Rachel weeping for her children and would not be comforted because they were not."

The good and glorious truths of the Bible, dear fellow teachers, I commend to your special notice; they cannot be exhausted. The Bible is suited to everyday life and will be to the end of time; more particularly do I commend to less experienced teachers the commands of Moses and Joshua, those noble teachers of old; as directed by God, they were,—Ye shall teach [the precepts of the Bible] to your chil-

dren. How? When? Diligently. At all convenient seasons,—in your rising up and in your sitting down,—in your outgoings and incomings,—while you walk by the way, and sit at home: how much more then in places, such as schools, which are especially set apart for the instruction of children. Those great Teachers allowed no substitutes in this all important matter.

I shall conclude with the following:—The Bible had been subjected to the fire of the closest investigation, a fire which had contemptuously burnt up the Koran, and other works of false philosophy, but yet this blessed Book was unhurt, untouched, not one of its pages singed, with not even the smell of fire upon it.

That Book was the mirror of Divinity; other books, like the planets, shone with reflected lustre, that Book, like the Sun, shone with unborrowed rays; other books sprang from the earth, that Books of books came from Heaven on high; other books appealed to the understanding of feelings, that Book to conscience and faith; other books solicited their attention, that Book demanded it, for it "spake with authority and not as the scribes."

Should this essay be the means of encouraging any Teacher in his laudable efforts to make known more fully the contents of the Bible to his Pupils, or should it be the means of inducing any Teacher, who might have neglected it, to resume, forthwith, the use of it, I shall not have written in vain.

REMEMBER THE BIBLE.

"Remember thy Bible; for on it hath gazed
The bright eyes of childhood and youth;
And their hearts have grown warm with rapture and praise,
As they read e'er its pure words of truth.
Remember thy Bible—the dim eyes of age
Have brightened with feelings of love;
And their pale cheeks have glowed as they bent o'er the page
That told of their bright home above.

"Remember the Bible: its words have been read
By thy Father at morn and at even,
To the family circle now scattered and dead;
Oh! how many hath left thee for heaven;
But though amid weeping and mourning below,
Death hath broken affection's light chain,
Yet the fair golden links still brighter shall glow,
When united in heaven again.

"Remember thy Bible in affliction's dark hours,
When the loved ones are passing away;
Its sweet words shall fall like dew on the flowers,
When faint 'neath a long summer's day;
Then turn to thy Bible; 'twill dry thy sad tears,
And the shadow's shall pass swift away,
As the stars brighter grow till the morning appears,
Then fade in the calm light of day.

"So amid the dark woes that o'ershadow thee now,
As thy barque by the wild storm is driven,
The hopes of the Bible still brighter shall glow,
Till thou wake in the pure light of heaven.
Remember thy Bible, when thou nearest the brink
Of Jordan, the River of Death;
Its sweet words of promise will not let thee sink,
And praises shall tune thy last breath."

BISHOP STRACHAN ON THE BIBLE.

At the inauguration of Trinity College by Bishop Strachan, in 1852, he thus referred to the Bible as "the most Precious Guide to Spiritual Life":—

"The Bible, as has been most beautifully said, fits every fold of the human heart, and is indeed felt to be God's Book. . . . It satisfies all our thoughts and feelings and leads us willingly to receive it as divinely authorised, and the scheme of human and divine things which it presents is essentally true."

THE ROMAN CATHOLIC SEPARATE SCHOOL SYSTEM OF UPPER CANADA (ONTARIO), 1841.

NOTE. As the Separate School Question was the most difficult and perplexing one with which the Reverend Doctor Ryerson had to deal during his long administration of the Education Department, (1844-1876), and one, in regard to the details of which much misrepresentation has existed, I have prepared the following historical summary of the facts of the case.

THE SEPARATE SCHOOL QUESTION, 1841.

The most difficult subject with which the Reverend Doctor Ryerson had to deal during his administration of the Education Department, was the Separate School Question. And this was rendered the more difficult by the efforts of the opponents of the Separate Schools to represent him as responsible for the introduction, if not the extension, of the principle of Separate Schools into our School System; whereas it had become part of that System three years before his appointment, and his anxiety was to endeavor to settle this irritating question on what he believed to be a safe and prudential basis.

Doctor Ryerson had nothing to do directly, or indirectly, with the introduction of the principle of Separate Schools into our School System. That was done in 1841, owing principally to the well-intentioned zeal of those who sought to influence the mixed Legislature at the time to make the Bible a Class Book in the Common Schools.

In reply to a Letter of mine, addressed to that veteran Canadian Statesman, the Honourable Sir Francis Hincks, who was a Member of the First Parliament of United Canada, he writes as follows, under date of "Montreal, 15th August, 1844":—

The School Bill of 1841 was, as you state, introduced into the Legislature by the Honourable Solicitor-General Day, without any clause in it relating to Separate Schools. Petitions were presented to the House, however, praying that the Bible should be made a Class Book in the Schools; and I imagine that the Government, to get rid of the responsibility of dealing with a very difficult question, proposed and carried a reference of the Bill and these Petitions to a Select Committee of all parties in the House. That Committee was about twenty-one in numbr. They provided in the Bill for "Separate Schools" in Upper Canada, and "Dissentient Schools" in Lower Canada. It was known, that of course Separate Schools would generally be Roman Catholic in Upper Canada, and Protestant in Lower Canada. The Bill was passed, as reported from the Select Committee, on which it was felt that all parties were represented.

Thus the provisions in the General School Act of 1841, (which applied to Upper and Lower Canada alike), authorized, as Sir Francis Hincks states, Separate Schools in Upper Canada, and Dissentient Schools in Lower Canada.

In 1843 a School Law for each Province was passed, but the principle of these Sectarian Schools was embodied in each of them.

I propose to give particulars of the successive demands for the extension of the principle of Separate Schools, and the efforts put forth by Doctor Ryerson to resist them, or to minimize their scope and effect, and thus protect our Public Schools from sectarian encroachment, so far as it was possible, under the circumstances.

For several years after the passage of the School Act of 1841, no demand was made by the Representatives of the Roman Catholic Church in Upper Canada for an extension of the principle of Separate Schools, as agreed to by all parties represented on the School Committee of the House of Assembly in 1841, as intimated by Sir Francis Hincks.

In 1850, a comprehensive School Act was passed, and in it the principle of Protestant and Roman Catholic Separate Schools was also embodied, upon certain conditions.

During the life time of the Right Reverend Doctor Michael Power, first Roman Catholic Bishop of Toronto, he acted cordially with Doctor Ryerson on the Provincial Board of Education, (afterwards named the Council of Public Instruction), as I myself was witness, being present at every Meeting of that Body up to the death of the Bishop in 1847.

After his death, this fact was pointed out by Doctor Ryerson, but the inference drawn from it was denied by the Honourable John Elmsley, Vicar-General Bruyère and Bishop Pinsoneault. In a Letter from the latter to the Vicar-General, published in *The Leader,* of Toronto, the 20th of February, 1857, the Bishop says:—

> Need I say it is notorious that both these zealous Prelates, (Bishops Macdonell and Power), laboured most faithfully and strenuously,—in their own times,—to establish thorough Catholic Schools whenever and wherever circumstances permitted them.

Doctor Ryerson dissented from this strong statement of the Bishop, and, in a Letter to *The Leader,* dated the 27th of February, 1857, he said:—

> In reply to this statement, I remark:—
>
> 1. That there is not a vestige of proof to sustain it, in any Circular, or Letter, or writing put forth by either of the excellent Prelates mentioned.
>
> 2. That although the provisions of the Law for Separate Schools have existed since the commencement of the present System in 1841, and although Bishop Macdonnell resided in Kingston and Bishop Power in Toronto, but two Separate Roman Catholic Schools were established under the Law in either Kingston, or Toronto, until after the death of these Prelates.
>
> 3. That Bishop Power not only acted with the Upper Canada Board of Education, (a mixed Board), and presided at its Meetings until the week before his death, but his name stands first of the six Members of the Board, who individually signed the first Circular to the Municipalities of Upper Canada on the establishment of the Normal School,—a mixed School,—as the great instrument of giving effect to our System of Common Schools.
>
> 4. The late Bishop Macdonell died before I had any connection with our School System. The late Reverend Father Stafford, (with whom for many years I had pleasant intercourse), in a Letter to me, dated "Lindsay, May 17th, 1875," thus speaks of Bishop Macdonell:—
>
> "There are Letters in manuscript by Bishop Macdonell,—the first Roman Catholic Bishop in Upper Canada,—which you will find very interesting. They show what efforts that good Bishop made for the advancement of Education in his day.

He imported Teachers from Scotland and employed them at his own expense,—wrote strongly to the Government against allowing Teachers from the United States coming into this Country, and advocated the training of native Canadians for Teachers. You will find his Letters interesting, and I have no doubt the present Bishop would furnish you with copies of them."

But I knew the sentiments of Bishop Power from frequent intercourse and consultation with him on School Matters; and I know that he and Bishop Charbonnel,—on his first coming to Toronto,—professed not to desire Separate Schools beyond what they termed "protection from insult,"—that is, in such cases only where Roman Catholic children could not attend the Common Schools without being insulted and imposed upon, on account of their Religion. The necessity of a Separate School they lamented as a misfortune, instead of advocating it as a principle. In this feeling I entirely sympathized. . . . .

5. Further, in the Correspondence on the School Law in 1849,—laid before the Legislature in 1850, Doctor Ryerson says:—

"It affords me pleasure to record the fact . . . that, before adopting the Section in the printed 'Forms and Regulations on the Constitution and Government of the Schools, in respect to Religious Instruction,' I submitted it to the late Roman Catholic Bishop Power, who, after examining it, said he would not object to it, as Roman Catholics were fully protected in their rights and views, and as he did not wish to interfere with Protestants in the fullest exercise of their rights and views."

In reply to a Letter of mine, in which I informed Doctor Ryerson of Bishop Power's death, on the 30th of September, 1847, he said:—

The death of Bishop Power astonished and has deeply affected me. He was a very valuable Member of the Board, and an exceeding agreeable and amiable man. I hope the Board has a suitable Resolution in reference to him.

In a Letter addressed in 1855 to Sir John Macdonald, Doctor Ryerson says:—

Bishop Power, virtually a Canadian, being a native of Nova Scotia, had a patriotic desire to elevate the Roman Catholic population of the Country, and believed that that would be best effected by their children being educated with the children of other classes and creeds, wherever party feeling did not oppose insuperable obstacles to it. Bishop Ireland, of Minnesota, as I have shown in a subsequent Volume, held practically the same views on the subject.

Such was the attitude of the Representatives of the Roman Catholic Church in Upper Canada towards the Public School System down to 1852. Even Bishop Charbonnel, who, in addition to his hierarchical rank, was a French Nobleman, (Count de Charbonnel), gave evidence that, if left to himself, he would have continued to act in pleasant harmony with Doctor Ryerson, as a Member of the Council of Public Instruction. Of this I felt assured from my knowledge of the Bishop, and my intercourse with him as an Officer of the Council of Public Instruction. He was an accomplished Gentleman, and was most agreeable and courteous in his manners. His sudden change of demeanour towards Doctor Ryerson was a surprise to Members of the Council, to the Doctor, and to myself. He accounted for it himself in his Letter to Doctor Ryerson, dated the 1st of May, 1852, and also in his Letter to the Honourable S. B. Harrison, Chairman of the Council, dated the 26th of the same month. In his Letter to Doctor Ryerson, he said:—

All my previous intercourse with you and the Council of Public Instruction has been polite and Christian, and sometimes tolerant to an extent that I have been required to justify.

In his Letter to Honourable S. B. Harrison, Chairman of the Council, the Bishop is even more explicit as to the pressure brought to bear upon him for his Christian and courteous liberality. He said:—

All my precedents with you, Reverend Doctor, (referring to Doctor Ryerson), and the Council of Public Instruction, have been polite and Christian, and sometimes of a tolerance for which my Church made me responsible. In other words,—"Called me to account."

Knowing the strict discipline of the Roman Catholic Church even over her Prelates and Dignitaries, one can understand the nature of the discipline and pressure brought to bear upon Bishop Charbonnel in this case. It may have had its influence, amongst other things, in inducing the Bishop to retire soon after,—as he did,—to a Monastery in France.

The course of events in regard to Separate Schools up to 1851 is best narrated in Doctor Ryerson's own words, taken from his Letter to Mr. George Brown, dated the 28th of December, 1858. He said:—

In my Report for 1847, written and published in 1848, I justified the Separate School Provisions of the Law, not because I thought them necessary, or desirable, but because I was not prepared to condemn what had been unanimously sanctioned by two successive Parliaments, (1841 and 1843).

What kept the feeling of suspicion and unrest on the part of the Roman Catholic authorities alive was the constant efforts of prominent Members of the House of Assembly to repeal the Nineteenth Section of the School Act of 1850, which authorized Separate Schools. Generally these Gentlemen contented themselves with the introduction of a Bill simply declaring that "the Nineteenth Section of the School Act of 1850 shall be, and is hereby, repealed." Mr. William L. Mackenzie, however, in his Bill brought in for this purpose in August, 1851, gives his reasons for doing so in the Preamble. I give the extract, because it embodies the "popular" objections then prevalent as to the existence of Separate Schools. First, he declares that "the establishment of Sectarian, or Separate, Schools . . . is a dangerous interference with the Common School System of Upper Canada, and, if allowed, . . . cannot reasonably be refused to . . . other Religious Denominations". Secondly, he declares that "if it is just that any number of Religious Sects should have Separate Schools, it is no less reasonable that they should have Separate Grammar Schools, Colleges and Professorships in the Universities." Thirdly, that "the early separation of children at School, on account of the Creeds of their Parents or Guardians, would rear nurseries of strife and dissension, and cause thousands to grow up in comparative ignorance, who might, under our Common School System, obtain the advantages of a moral, intellectual, literary and scientific education." Finally, "the repeal of the Nineteenth Section of the Upper Canada School Act, passed in 1850, would discourage Sectarian Education, and be productive of peace, harmony and good will in neighbourhoods."

The untoward result of all this was the commencement of a war of more, or less, intensity, which lasted for about fifteen years and until 1867, when, by the British America Act of 1867, the question of the right of the Roman Catholics to Separate Schools in Upper Canada, as agreed to, was set at rest. Few of the present day can realize the extent and bitterness of that contest. The brunt of the battle fell, of course, upon Doctor Ryerson, who was, in every encounter, exposed to a double fire,—on the one side from the Supporters of Separate Schools, whose "suspicions and fears" had been excited by the breach of faith on the part of the promoters of the Malcolm Cameron hostile School Act of 1849, (afterwards disallowed); and on the other side, by the constant attacks on Doctor Ryerson by a powerful Press.

The Separate School Question in 1855.

During the years 1852-1855 a great deal of Correspondence took place between various parties in different parts of the Province and the Education Department of Upper Canada, chiefly in regard to alleged friction between the Authorities of the Public and Separate Schools, and of the Municipalities.

During the Session of the Legislature 1855, it was thought desirable that a better understanding in regard to the whole question should be possessed by its Members, so that the cause of this friction should be ascertained, and, if possible, be removed, without endangering the efficiency, or stability, of the Public School System of the Province; or that, if the demands of the adherents of the Separate Schools were unreasonable or unjust in their nature, steps should be taken to restrict the powers of the Managers to these Schools, or, as a final issue, in case of failure, to abolish them altogether. This conclusion was forced upon the judgment of the Chief Superintendent of Education. In a Letter of his to Attorney-General John A. Macdonald, dated the 2nd of April, 1855, he called the Attorney-General's attention to the important changes in the Separate School System, as proposed by three Prelates of the Roman Catholic Church,—the Bishops of Toronto, Kingston and Bytown, so as to make, as they asserted, such modification in the Law as would alone *"Satisfy the conscientious convictions of the Catholics of this Province."* At the conclusion of his Letter to the Attorney General, (herewith,) Doctor Ryerson said:—

There are three courses before the Legislature: (1) To maintain the Separate School provisions as they are; (2) to concede the claim of Bishop de Charbonnel and his Colleagues; or, (3) to abolish Separate Schools altogether, allowing exclusive privileges to none, but equal rights and protection to all.

In order to obtain the fullest information on the subject, and to ascertain the alleged causes of friction, a Motion was made in the House of Assembly, in April, 1855, that "all Correspondence which had taken place between the Chief Superintendent of Education in Upper Canada, and other persons, during the years 1853-1855, be laid before the House." The result was, that a Return containing nearly two hundred Letters was prepared and laid before the Legislature in May, 1855. Of this Return I have selected copies only of the more important explanatory Documents, including a comprehensive critical summary of the claims of the Bishops and other adherents of Separate Schools, contained in a Letter from the Chief Superintendent of Education to the Honourable Attorney General John A. Macdonald, dated the 2nd of April, 1855; and also a special Letter, on the subject of these same claims, addressed by the Chief Superintendent of Education to the Right Reverend Bishop de Charbonnel, on the 26th of the preceding August. . . .

Note.—The following is a List of Separate School Correspondence and Documents contained in the Return to the Legislature, which I insert in this Volume:—

Number 1.—Provisions of the Law relating to Separate Schools in Upper Canada, including, (1), the Common School Act of 1850, 13th and 14th Victoria, Chapter 48, Section Nineteen; (2), the Separate School Act of 1851, 14th and 15th Victoria, Chapter 111; (3), the Supplementary School Act of 1853, 16th and 17th Victoria, Chapter 185, Section Four.

Number 2.—The Chief Superintendent of Education for Upper Canada to the Honourable Inspector General Hincks, dated the 26th of August, 1852, con-

taining Explanatory Remarks on the provisions of a Draft of Bill relating to Separate Schools.—(Fourth Section of the Supplementary School Act of 1853.)

Number 3.—The Chief Superintendent to the Honourable Inspector General Hincks, dated the 6th of September, 1854, containing Explanatory Remarks on the Section of a Draft of Bill relating to Separate Schools, to amend Section XIX of the School Act of 1850, and Section IV of the Supplementary Act of 1853.

Number 4.—The Chief Superintendent to Doctor de Charbonnel, the Roman Catholic Bishop of Toronto, dated the 26th of August, 1854, on his Lordship's comparison of the School Laws of Upper and Lower Canada regulating Separate Schools.

Number 5.—Comparative Table of Legislation on Separate Schools in Upper and Lower Canada, and Draft of a School Bill for Upper Canada, prepared by three Roman Catholic Bishops,—(those of Toronto, Kingston and Ottawa.)

Number 6.—The Chief Superintendent to the Honourable Attorney General Macdonald, dated the 2nd of April, 1855, on the Roman Catholic Bishops' Comparative Table of Legislation of Separate Schools in Upper and Lower Canada, and Draft of a New Separate School Bill for Upper Canada.

Number 7.—Table, shewing the number of Protestant and Roman Catholic Separate Schools in Upper Canada, 1841-1855.

Number 1.—Provisions of the Law Relating to Protestant and Roman Catholic Separate Schools in Upper Canada.

1. Extract from the Common School Act of 1850, 13th and 14th Victoria, Chapter 48, Section Nineteen.

[Received the Royal Assent, 24th July, 1850.]

XIX. *And be it enacted*, That it shall be the duty of the Municipal Council of any Township, and of the Board of School Trustees of any City, town, or Incorporated Village, on the application in writing of twelve, or more, resident heads of families, to authorize the establishment of one, or more, Separate Schools for Protestants, Roman Catholics, or Coloured people, and, in such case, it shall prescribe the limits of the divisions, or Sections, for such Schools, and shall make the same provision for the holding of the first Meeting for the election of Trustees of each such Separate School, or Schools, as is provided in the Fourth Section of this Act for holding the first School Meeting in a new School Section:

Provided always, That each such Separate School shall go into operation at the same time with alterations in School Sections, and shall be under the same Regulations, in respect to the persons for whom such school is permitted to be established, as are Common Schools generally:

Provided Secondly, That none but Coloured people shall be allowed to vote for the election of Trustees of the Separate School for their children, and none but the parties petitioning for the establishment of, or sending children to, a Separate Protestant, or Roman Catholic, School shall vote at the Election of Trustees of each School.

Provided Thirdly, That each such Separate Protestant, or Roman Catholic, or Coloured, School shall be entitled to share in the [School Fund] according to the average attendance of the Pupils attending each such Separate School, (the mean attendance of Pupils for both Summer and Winter being taken), as compared with the whole average attendance of Pupils attending the Common Schools in such City, Town, Village or Township;

Provided Fourthly, That no Protestant Separate School shall be allowed in any School division, except when the Teacher of the Common School is a Roman Catholic; nor shall any Roman Catholic Separate School be allowed, except when the Teacher of the Common School is a Protestant;

Provided Fifthly, That the Trustees of the Common School Sections, within the limits of which such Separate School Section, or Sections, shall have been formed, shall not include the children attending such Separate School, or Schools, in their return of children of school age residing in their School Sections.

2. THE SEPARATE SCHOOL AMENDMENT ACT, 1851, 14TH AND 15TH VICTORIA, CHAPTER III.

[Received the Royal Assent on the 30th of August, 1851.]

WHEREAS, it is expedient to remove doubts, which have arisen in regard to certain provisions of the Nineteenth Section of the Upper Canada School Act of 1850; and,

WHEREAS, it is inexpedient to deprive any of the parties concerned of rights which they have enjoyed under preceding School Acts for Upper Canada:

Be it therefore enacted, That each of the parties applying, according to the provisions of the said Nineteenth Section of said Act, shall be entitled to have a Separate School in each Ward, or in two, or more, Wards united, as said party, or parties, shall judge expedient, in each City or Town, in Upper Canada:

Provided always, That each such School shall be subject to all the obligations and entitled to all the advantages imposed and conferred upon Separate Schools by the said Nineteenth Section of the said Act.

3. EXTRACT FROM THE SUPPLEMENTARY SCHOOL ACT OF 1853, 16TH VICTORIA, CHAPTER 185.

[Received the Royal Assent on the 14th of June, 1853.]

IV. *And be it enacted*, That in Cities, Towns, and Incorporated Villages and School Sections, in which Separate Schools do, or shall, exist, according to the provisions of the Common School Acts of Upper Canada, persons of the Religious Persuasion of each such Separate School sending children to it, or supporting such School, by subscribing thereto annually an amount equal to the sum which each such person would be liable to pay, (if such Separate School did not exist,) on any assessment to obtain the annual Common School Grant for each such City, Town, Incorporated Village, or Township, shall be exempted from the payment of all Rates imposed for the support of the Common Public Schools of each such City, Town, Incorporated Village, or School Section; and all rates imposed for the purpose of obtaining the Legislative Common School Grant for such City, Town, Incorporated Village, or Township; and each such Separate School shall share in such Legislative Common School Grant only, (and not in any School Money raised by local Municipal Assessment), according to the average attendance of Pupils attending each such Separate School, (the mean attendance of Pupils for Winter and Summer being taken), as compared with the whole average attendance of Pupils attending the Schools in each such City, Town, Incorporated Village, or Township; and a Certificate of Qualification, signed by the majority of the Trustees of each such Separate School, shall be sufficient for any Teacher of such a School.

NOTE.—The explanatory details as to how this Section is to be carried out are omitted, but they are referred to in the following Letter to Sir Francis Hincks:—

NUMBER 2.—THE CHIEF SUPERINTENDENT OF EDUCATION TO THE HONOURABLE INSPECTOR GENERAL HINCKS.

1. EXPLANATORY REMARKS ON THE PROVISIONS OF A DRAFT OF BILL, RELATING TO SEPARATE SCHOOLS, CONTAINED IN THE FOURTH SECTION OF THE SUPPLEMENTARY SCHOOL ACT OF 1853, AS PREPARED BY DOCTOR RYERSON.

The Fourth Section of the Bill. This Section is designed as supplementary to the Nineteenth Section of the Common School Act of 1850 in regard to Separate Schools. The most simple, and perhaps the most satisfactory mode of silencing

clamor on the part of parties demanding these changes, (if Separate Schools are permitted to continue at all,) is that which is proposed in the part of the "Marginal Section" herewith and marked *b*,—namely, to relieve the parents and guardians, sending children to Separate Schools, from paying any School Tax whatever, and then allowing them to share with the other Schools, according to average attendance in the same Municipality in the Legislative School Grant alone. In case such a provision were adopted the following would be the result:—

(1) There would be no provision in the School Law requiring a public Municipal Tax for Denominational Schools, and all opposition and clamor against it, on that ground, would cease.

(2) There could be no complaint from any quarter that the supporters of a Separate School paid more, or less, in School Taxes than they received from the School Fund.

(3) All the inhabitants of a Municipality, except those who might choose to send children to the Separate School, could proceed with their School interests, as if no other class of persons were in existence.

(4) The Teachers of Separate Schools might be relieved from appearing before the County Board of Public Instruction for examination, and thus the last vestige of possible agitation between the supporters of Separate Schools and the Municipal Authorities, in relation to the subject at all, would be removed. . . .

I may add that the subject of this Fourth Section has deeply exercised my mind. The part of the Marginal Section (*b*), occurred to me after that of the original Fourth Section (*a*), was transcribed; and I think it is the nearest approach to the solution of the difficulties with Separate Schools, if they are allowed to exist, that has yet been proposed.

TORONTO, 26th of August, 1852. EGERTON RYERSON.

2. ORIGINAL DRAFT OF THE FOURTH SECTION OF THE SUPPLEMENTARY SCHOOL ACT OF 1853.

(*a*) *Section, as in the Original Text of the Supplementary Act of 1853.*

IV. *And be it enacted*, That in all Cities, Towns, Incorporated Villages and School Sections, in which Separate Schools exist, according to the provisions of the Nineteenth Section of the said School Act of 1850, 13th and 14th Victoria, Chapter 48, all parents, or guardians, of the Religious Persuasion of such Separate School, and sending children to it, shall be exempted from the payment of all School Rates for the support of the Common Public Schools of such City, Town, Incorporated Village, or School Section, beyond the amount of Rate which shall be required to secure the payment of the annual Legislative School Grant apportioned to each such Municipality, or School Section;

Provided always, That such exemption from the payment of the ordinary School Rates specified,

3. (*b*) *Marginal Section of the Supplementary Act of 1853.*

IV. *And be it enacted*, That in all Cities, Towns, Incorporated Villages, and School Sections, in which Separate Schools do, or shall, exist, according to the provisions of the Nineteenth Section of the said School Act of 1850, 13th and 14th Victoria, Chapter 48, parents, or guardians, of the Religious Persuasion of each such Separate School, sending children to it, shall be exempted from the payment of all School Rates for the support of the Common Public Schools of each such City, Town, Incorporated Village, or School Section; and each such Separate School shall share in the Legislative Common School Grant apportioned to each such City, Town, Incorporated Village, or Township, (but shall not share in any School money raised by local municipal assessment), according to the average attendance of pupils attending each such Separate School, (the mean attendance of Pupils for Summer and Winter being taken), as compared with the whole average attendance of Pupils attending the Common Schools in each City, Town, Incorporated Village, or Township; and a Certificate of Qualifications signed by the Bishop, or other Ecclesiastical

shall not extend beyond the period of the existence of a Separate School in each such City, Town, Incorporated Village, or School Section, or beyond the period of such persons sending children to it, or of their being liable to be rated for its support; . . .

Head of the Religious Persuasion of such Separate School, shall be sufficient [qualification] for any Teacher of such Separate School:

Provided always, First, That the exemption from the payment of School Rates as herein provided, shall not extend beyond the period of such parents, or guardians, sending children to such Separate School. . . .

Number 3.—The Chief Superintendent of Education for Upper Canada to the Honourable Inspector General Hincks.

1. Explanatory Remarks on the Sections of a Draft of Bill relating to Separate Schools, to Amend Section Nineteen of the Common School Act of 1850, and Section Four of the Supplementary School Act of 1853, prepared by the Chief Superintendent.

(*Extract.*) 1. The following proposed Sections relate to Separate Schools, and, without undermining our General School System, provide for all that even the ultra advocates of Separate Schools have professed to demand, and all that I think that the Country can be induced to give.

2. I think our next step must be, if further legislation be called for, to take the sound ground of the United States of not providing, or recognizing, Separate Schools at all. In this we should have the cordial support of nine-tenths of the People of Upper Canada; while, in the course now pursued, the more you concede, the more you contravene the prevalent sentiment of the Country, and the greater injury you are inflicting upon the great body of the parties for whom Separate Schools are professedly demanded, and who have not, as far as I am aware, any safe and adequate means of speaking for themselves, or of even forming a judgment.

Toronto, September 6th, 1854. Egerton Ryerson.

Enclosure: Proposed Sections, by Doctor Ryerson, relating to Separate Schools.

VI. *And be it enacted,* That so much of the Fourth Section of the Supplementary School Act of 1853, 16th Victoria, Chapter 185, as requires each supporter of a Separate School to subscribe to, or pay a certain sum to, such School, in order to be exempted from the payment of the Public School Rates, and so much of the Section of said Supplementary Act of 1853 as requires the Trustees of a Separate School to include in their Semi-annual Returns a statement of the names of the children attending such School, or the names of parents, or guardians, sending children to such School, or of the sum, or sums, subscribed, or paid, by each of the supporters of such School, shall be, and is hereby repealed:

Provided always, That the supporters of a Separate School, or Schools, in order to be entitled to exemption from the payment of any Public School Rates for any one year, as authorized by the said Fourth Section of the said Supplementary Act of 1853, 16th Victoria, Chapter 185, shall, on, or before, the First day of February of such year, communicate in writing, (with their names and places of residence), to the Clerk of the Municipality in which such Separate School, or Schools, are situated, a declaration to the effect, that they are supporters of such Separate School, or Schools.

VII. *And be it enacted,* That the Trustees of Separate Schools elected in each of the Wards of any City, or Town, in Upper Canada, shall have authority to unite, during their pleasure, into one Joint Board of Trustees for the management of the several Separate Schools in such City, or Town.

VIII. *And be it enacted,* That the Chief Superintendent of Education for Upper Canada shall have authority to determine the proportions of the Legislative School

Grant, which may be payable respectively, according to law, to Public and Separate Schools; and shall have authority to pay the sums, thus apportioned, in such manner as he shall judge expedient, upon the conditions, and at the time prescribed by law.

Provided always, That such Returns shall be made to him, and in such manner by all parties concerned, as he shall require, to enable him to decide upon the amount and payment of said sums.

Number 4.—The Chief Superintendent of Education to the Roman Catholic Bishop of Toronto on His Comparison of the School Laws of Upper and Lower Canada, Regulating Separate Schools.

1. During the last few months past, your Lordship has been pleased several times to attack me personally by name,—attacks which have been often repeated and variously enlarged by the Newspaper Organs of your Lordship. On two occasions, especially, once in Lower Canada, and once in Upper Canada, you have charged me with "falsehood." The former of these attacks was made by you on the occasion of a "Catholic Institute," at Quebec, presenting an Address to your Lordship, and in which Mr. Joseph Cauchon, M.P.P., took a part, under the smiling approbation of your Lordship. This proceeding was first reported in Mr. Cauchon's paper, *Le Journal de Quebec*, and afterwards translated for, and published in your organ, the *Catholic Citizen*, of Toronto of the 22nd of June last. The latter of your Lordship's attacks was made in an Address to a "Catholic Institute" in Toronto, and reported in the *Catholic Citizen* of the 20th of July, 1854.

2. I am quite aware that these attacks upon me, in connection with the provisions of the Law in regard to Separate Schools, were designed to influence the recent Elections; and for that very reason I thought it proper not to notice them, so that your Lordship might have every possible benefit of them, and that I might not give the slightest pretence for a charge that I interfered in these Elections. Indeed, at no period during the last twenty-five years, have I electioneered for, or against, any Candidate whatever. I have at different times, especially during the many years that I was Editor of [the *Christian Guardian*]—a weekly Newspaper, earnestly discussed great Principles of Government and Civil Rights, but, in the application of those Principles for, or against, any particular Candidate at an Election, I have taken no active part, not even so much as to give advice in any instance; nor can any man truly charge me with doing so. . . .

Note.—Here follows an elaborate reply to Bishop de Charbonnel by Doctor Ryerson, as also a Comparative Table prepared by the Roman Catholic Bishops, which it is not necessary for me to insert. The Draft of Bill is as follows:—

2. Draft of a Proposed Separate School Bill for Upper Canada, entitled: "An Act to Better Define Certain Rights to the Parties therein Mentioned," Prepared by three Roman Catholic Bishops of Upper Canada.

Preliminary Statement by the Roman Catholic Bishops:

The only efficient remedy to that inveterate wound in a Country, which wants, above all, union and peace for its progress and prosperity, is to repeal Section Nineteen of the School Act of 1850, and Section Four of the Supplementary School Act of 1853, so as to place Separate Schools, (in Upper Canada), (for everything), under only one Official, (who is) not opposed to Separate Schools, and given them an equal share in all School Funds. On that principle, and on the legislation of Lower Canada, is framed the following project of a Separate School Bill (for Upper Canada).

AN ACT TO BETTER DEFINE CERTAIN RIGHTS TO PARTIES THEREIN MENTIONED.

Whereas the Sections of the School Acts on Separate Schools in Upper Canada do not secure all that is granted to the Dissenters in Lower Canada.

1. Be it enacted, That Section Nineteen of the Act of 1850, 13th and 14th Victoria, Chapter 48,—and Section Four of the Act of 1853, 16th Victoria, Chapter 185,—be and are hereby repealed.

II. That, in any School Section, when the arrangements for the Common School shall not be agreeable to any number whatever of dissidents, those dissidents may signify in writing to the Chairman of the Board of Common School Trustees, their will of having one, or more, Separate Schools, and give in the names of three Trustees, Freeholders, or not elected by a majority at a Public Meeting, convened by three heads of families of the same School Section, and held according to Sections Four and Five of the Upper Canada School Act of 1850;

Provided, That no Member of those dissidents shall be allowed to vote at any Common School Election within the School Section in which their Separate Schools shall be established.

(So it is in Lower Canada. See Act of 1846, 9th Victoria, Chapter 27, Section 26.)

III. That the said Trustees, by the only fact of the said signification and election, shall form *de facto* a Corporation, under the name of ———— having all the same rights and powers, so defined and extended in Common School Acts of Upper Canada and in this Act, subject to the same duties and penalties as the Board of Common School Trustees, such as are defined in the (Sections) Twelve and Thirteen of the School Act of 1850, with the exception that they will be exclusively accountable to the only one Official appointed *ad hoc* for copies of Reports, etcetera; That Board also shall be renewed partly at each Annual School Meeting, as provided by (Section) Three of the School Act of 1850.

(NOTE.—So it is in Lower Canada. See same Act and Section.)

IV. That in localities divided into Wards, each Ward, this year, within two months after the passing of this Act, and every year after, on the second Wednesday of January, shall elect one fit person to be a Trustees of one, or more, Separate Schools, and hold office until his successor be elected at the ensuing year, or himslf may be re-elected if he consent thereto; that those Trustees shall form one Corporation under the name of ———— having the same rights, subject to the same duties and penalties as mentioned in the preceding Section 3, with the same exception that they will be accountable, for such conditions as may be required, exclusively to the only Official appointed for the superintendence of Separate Schools; and that any majority of the Members present at any Meeting regularly held, at which there shall be an absolute majority of the Members of the Board, may validly exercise all the powers of the Corporation.

(NOTE.—So it is in Lower Canada. See School Act of 1846, 9th Victoria, Chapter 29, Section 5.)

V. That the said Trustees may circumscribe their Separate Schools as they like,

(NOTE.—So it is in Lower Canada. See School Act of 1849, 12th Victoria, Chapter 50, Section 18.)

and may receive children of their faith from other School Sections.

(NOTE.—So it is in Lower Canada. See Act of 1846, 9th Victoria, Chapter 27, Section 29.)

They may qualify Teachers for their Separate Schools, until they have a Separate Normal School.

VI. That the said Trustees shall be entitled to receive from their said special Superintendent, on a Report, such as required by him, such sums out of the Government Grant, and out of all the Taxes for School and Library purposes, and out of any Provincial, or

Municipal, School Funds, as proportionate to the population they represent, according to the last official Census.

(NOTE.—So in Lower Canada. See School Act of 1846, 9th Victoria, Chapter 27, Section 26, and Act of 1849, 12th Victoria, Chapter 50, Section 18.)

Provided that those sums shall be expended for school purposes;

Provided also, that should any Municipal Corporation refuse to pay any portion of those sums, either the Chief Superintendent shall deduct a sum equal to the deficiency from the apportionment of the current and following years, until full payment, or the Secretary of the Board shall refer the case to the Superior Court, who will judge of it, and shall order the payment by all legal means.

VII. That such of the provisions of the Common School Acts of Upper Canada as are contrary to the provisions of this Act, shall be and are hereby repealed.

VIII. That, generally, all words and provisions of this Act, doubts and difficulties arising about it, shall receive such large, beneficial and liberal construction as will best ensure the attainment of this Act, and the enforcement of its enactments, according to their true intent, meaning and spirit.

(NOTE.—So in Lower Canada. See School Act of 1846, 9th Victoria, Chapter 27, Section 55.)

IX. That this present Act shall take effect from the first of January of this year, 1855.

We the undersigned, hereby declare that nothing short of the above will satisfy the conscientious convictions of the Catholics of this Province.

(Not dated.)

† PATRICK PHLEAN, *Bishop of Carrhoe Adm't. Apostolic.*

† ARMANDUS FRANCIS MARY DE CHARBONNEL, *Bishop of Toronto.*

† JOS. EUGENE, *Bishop of Bytown.*

NOTE.—Here follows a Letter from the Chief Superintendent of Education to the Honourable Attorney John A. Macdonald on the Comparative Table of Legislation on Separate Schools in Upper and Lower Canada, by three Roman Catholic Bishops, and also the Draft of Separate School Bill, prepared by the Bishops, which I quote in part as follows:—

As you are the Member of the Government, to whom has been confided the care of all measures relating to the Educational interests of Upper Canada, I desire to address to you some observations on a Paper which the Right Reverend Doctor de Charbonnel, Roman Catholic Bishop of Toronto, (after having procured the signature to it of the Roman Catholic Bishops of Kingston and Bytown,) has distributed among the Members of the Legislature during the present Session, and has pressed upon the Government as the ultimatum of his demands on the subject of Separate Schools. This Paper consists of two parts: First, a professed comparison between the School Laws of Upper and Lower Canada, regulating "Separate" and "Dissentient" Schools; and Second: a Draft of a proposed Separate School Bill for Upper Canada embodying provisions, as the signers state, "nothing short of which will satisfy the conscientious convictions of the Catholics of this Province." . . .

(Here follows an elaborate criticism of the Bishops' statement and also their Draft of Separate School Bill, which I do not insert.)

CONFIDENTIAL REPORT TO THE GOVERNOR GENERAL ON THE SEPARATE SCHOOL SYSTEM OF ONTARIO, 1858.

Confidential Memorandum of the Governor General to the Chief Superintendent of Education.

The Governor General, (Sir Edmund Head,) being desirous of understanding the history and operation of the Roman Catholic School Law of Ontario and Quebec, addressed the following Confidential Memorandum to Doctor Ryerson, requesting him to furnish him personally with a private Report upon the subject of Separate Schools.

In his Confidential Memorandum to Doctor Ryerson, Sir Edmund Head requested information on the following matters:—

1. The actual state of the Separate School Law of Upper Canada.
2. The actual state of the Dissentient School Law of Lower Canada.
3. Alleged grounds of Complaint, (if any,) in Upper Canada, on the part of *a*, the Roman Catholics; b, the Protestants.
4. Alleged grounds of complaint, (if any,) in Lower Canada, on the part of a, the Roman Catholics; *b*, the Protestants.
5. Assuming any alteration of the Law to be necessary, can it be made by placing the seceding portion of the Community in each Section of the Province respectively in the same position, *i.e.*, by making the same Law applicable to both Sections? If so, how should such an enactment run? Can it be done otherwise than by making the general denomination of the School in each district *Catholic*, or *Protestant*, according to the votes of the householders, or heads of families, and making all seceding, or Separate Schools, entirely private in their character?

If all such seceding Schools are private, no powers could be given for collecting money for their support, or for subjecting them to State control, (except perhaps simple inspection.)

But another question would be, whether those who supported seceding Schools could be exempted from paying to the fund on which the Common Schools were charged.

On all these points His Excellency desires a Report from the Chief Superintendent, which, together with this Memorandum, must be considered confidential at present, although His Excellency reserves to himself the power of using it hereafter.

His Excellency also wishes it to be understood that he makes these enquiries simply for his own information, and without implying that there is any probability of change in the existing law.

Quebec, December, 1857. E. W. Head.

Reply to the foregoing Confidential Memorandum by the Chief Superintendent of Education.

In obedience to His Excellency's Request, I beg to return the following answer to the questions proposed in His Excellency's Memorandum on Separate Schools.

I. As to the actual state of the Law in Upper and Lower Canada, in regard to Separate Schools, I append a Paper, which was prepared by Mr. J. George Hodgins, the Deputy Superintendent of Education, and printed in 1856, containing, in parallel columns, the provisions of the respective Laws in Upper and Lower Canada on Separate Schools, showing the points of agreement and difference in the provisions of the Law in each section of the Province.

On examining this Comparative View of the provisions of the Law in both sections of Canada, it will be seen that the advantage, upon the whole, is on the side of the Roman Catholics of Upper Canada. The School Laws of Upper Canada secure a protection, in Religious matters, in the Public School that the School Law of Lower Canada does not secure to the Protestants; nor are the Roman Catholics of Upper Canada required to express any dissatisfaction with the proceedings of the Public School Trustees, in order to be entitled to establish Separate Schools, as are the Protestants of Lower Canada.

There is, however, one most important element, or power, in working the School System in Upper Canada which does not exist in Lower Canada—namely our Municipal Councils, which provide a moiety of the School Fund, from the School divisions of the Townships, and appoint the Local Superintendents, or Inspectors, of Schools. This varies the form, although it does not affect the nature of the notices required to be given by parties establishing Separate Schools,—the notices being given in Lower Canada to the School Commissioners, and in Upper Canada to the Municipal Councils. In Upper Canada the co-operation of the Municipalities is voluntary, as they may, or may not, accept the Legislative School Grant upon the conditions offered; but, in Lower Canada, if the local elected Commissioners do not provide a sum equal to the Legislative Grant apportioned, the Government can supersede them and appoint other Commissioners, who have power to levy and collect moneys for School purposes. In Lower Canada the Protestants are to give notice six months before the last day of December, or of June, in order to establish a "Dissentient" School; in Upper Canada the Roman Catholics are to give notice on, or before, the First day of February, in order to be exempted from the payment of Municipal School Rates,—so that the Council may be able to omit their names from the School Tax Roll of the year.

Thus much in connection with the appended Comparative View (prepared by Mr. Hodgins), as to the actual state of the Law in Upper and Lower Canada in regard to Separate Schools.

II. As to the alleged grounds of complaint in Upper Canada on the part of the Protestants, or Roman Catholics, under the operations of the Separate School provisions of the Law, I know of no complaints on the part of Protestants, except against permitting Separate Schools at all. Protestant Separate Schools,—of which there are only four, or five, in Upper Canada,—are established under the provisions of the Nineteenth Section of the School Act of 1850, and the Fourth Section of the Supplementary School Act of 1853; but the Leaders of the Roman Catholic Separate School agitation expressed dissatisfaction with those provisions, in consequence of which they were repealed, in so far as they applied to Roman Catholics, and were superseded by the present Roman Catholic Separate School Act of 1855, the provisions of which were prepared under the auspices of the Roman Catholic Clergy,—who objected to the Separate School clauses of the former Acts,—and were introduced into the Legislature by the Honourable Colonel Taché,—the Chief Superintendent of Education for Upper Canada not having been consulted, or referred to, on the provisions of the Bill.

2. Against the provisions of this their own Act, the Roman Catholic Bishops and their newspaper organs complained, but in terms so general that it is difficult to state, or ascertain, the specific ground of their complaints. They complain that the Roman Catholics in Upper Canada have not equal rights with the Protestants in Lower Canada, in regard to Separate Schools; but this complaint has been shown again and again to be unfounded by an analysis and comparison of the provisions of the law in both sections of the Province. Yet these complaints and demands in general terms are reiterated; and we are left to ascertain by other means what are the real objects of them. From two sources, it is clear that the real object of these complaints is not equality between the Roman Catholics in Upper Canada and Protestants in Lower Canada; much less equality between the Protestants and Roman Catholics of Upper Canada; but the practical subversion of our National School System.

(1) This is involved in the provisions of every Bill, which they have proposed and

urged, as necessary to "satisfy them." See my Annual Report printed in 1856, in which I have analyzed Mr. Bowes' Bill,—the last of the measures demanded by the Roman Catholic Bishops,—having, (in Correspondence on Separate Schools printed by Order of the Legislative Assembly in 1855), analyzed a previous Bill pressed by Bishop de Charbonnel upon the Government at Quebec. In every Measure, therefore, prepared and urged for the adoption of the Lgislature by the Roman Catholic Bishops, the destruction of our National School System is involved, and the conferring upon Roman Catholics in Upper Canada powers and privileges, not possessed by any Religious Persuasion, even in England, and which are inconsistent with the rights of other Religious Persuasions, and with the hitherto acknowledged constitutional rights of Municipalities and individual citizens. (2) In the last of the printed Letters of the Reverend J. M. Bruyère, (whose writings have been endorsed by several Roman Catholic Bishops,) the overthrow of our Public School System is declared to be the object contemplated by the Roman Catholic Clergy; and the same object is explicitly avowed by their acknowledged Newspaper Organs. What they mean, therefore, by "justice to Roman Catholics in Upper Canada", is an essentially different thing from equality with the Protestants in Lower Canada.

3. It is also worthy of remark, that, on the passing of each of three Acts since 1850, amending the law in regard to Separate Schools, the Roman Catholic Bishop of Toronto and the Upper Canada Roman Catholic Newspaper Organs expressed their entire satisfaction with them, but afterwards complained of them, when it was found that they did not accomplish the object predicted at the time of their enactment by some of these Newspapers,—namely, deal out a "death blow to the State School System."

4. In justification of this change of sentiment in regard to these successive amended provisions of the Law, in relation to Separate Schools, it was alleged that I obstructed their free and liberal operation. One complaint was, that an unreasonably small sum was apportioned to the Separate Schools. In every case I have been prepared to show that I have apportioned to the Separate School a sum equal, according to average attendance, to that which has been apportioned to the Public Schools in the same Municipality, and that also, according to the Statistical Returns made by the Trustees of the Separate Schools. Then, it has been complained that burthensome forms, notices, and Returns were required of the Supporters of Separate Schools. In reply, I remark, that the very same Returns and Forms are required of the Trustees of Public Schools, which are required of the Trustees of Separate Schools, one item excepted,—that the supporters of Dissentient Schools in Lower Canada give notice to the School Commissioners, while the Supporters of Separate Schools in Upper Canada give notice to Clerks of Municipalities, they having formerly complained of being required to give notice to the Trustees of Public Schools in their divisions.

5. But it may be asked, why is it that the provisions of the School Law in regard to Dissentients operate so much more successfully in Lower, than in Upper, Canada? I answer, the actual difference is not so great as has been supposed. The number of Dissentient Schools in Lower Canada, according to the Superintendent's last Report, is 73, for a reported population of 143,395 Protestants. The number of Separate Schools in Upper Canada is 80 for a reported population of 167,695 Roman Catholics. But there are three other answers to the question proposed. (1) It is not the wish of the Protestant inhabitants of Lower Canada to overthrow a National School System, as is avowed by the leading Roman Catholic advocates of Separate Schools in Upper Canada. (2) The supporters of Dissentient Schools in Lower Canada are, as a whols, more intelligent and more wealthy, and know better how to proceed and manage their affairs, than the Supporters of Separate Schools in the rural parts of Upper Canada. This poverty and ignorance on the part of a great portion of the Supporters of Separate Schools in Upper Canada is not so apparent, or so much felt, when they are associated with other classes of the inhabitants in the management of local affairs; but when they stand out isolated from other classes, as they do in Separate School matters, from the intelligent counsel of Local School Superintendents, and the co-operation of

Municipal Councils, their inexperience and incapacity become painfully obvious, and the Priests, who frequently assume the whole Correspondence and management in Separate School matters, seem to possess little more practical talent and knowledge of legal modes of proceeding than those whom they influence to establish Separate Schools. And when, in some instances, I have had to point out to them their mistakes, and the necessity of their complying with the provisions of the Law, in order to share in the School Fund, and secure exemption from the payment of Public School Rates, they have, (apparently to justify themselves in the eyes of their followers, and to seek occasion of attack upon the School System), assailed me by Letter and sometimes in the Newspapers for illiberally construing the Law, and endeavoring to retard the operations of Separate Schools, although I have, in all cases, given them the benefit of every legal doubt and have often overlooked more irregularities and defects in their Returns, than I have done in the Returns from the authorities of Public Schools. (3) The cordial co-operation of the first Roman Catholic Bishop of Toronto, (Bishop Power,) in support of the Public Schools,—before the introduction of the new councils and new feelings against them,—the greater resources, conveniences, cheapness, and efficiency, of the Public over the Separate Schools,—the equal protection of the Religious scruples and rights of all classes of pupils in the Public Schools, instead of their being Denominational, as they are for the most part in Lower Canada—the serious disadvantages which Roman Catholics experience and inflict upon their children by isolating them from other classes of youth in their intellectual training and social intercourse, are all circumstances and considerations unfavourable to Separate Schools and favourable to the Public Schools, and weigh strongly with a large proportion of the most intelligent Roman Catholics. As long as the Public Schools are maintained, or rather as long as the hitherto acknowl- considerations unfavourable to Separate Schools and favourable to the Public Schools, Separate Schools must be very feeble and inefficient in Upper Canada except in a few Cities and Towns, and in some of these they are very sickly. Hence, as the only means of succeeding in the new policy inaugurated by the Roman Catholic Bishops,—that of keeping their children and youth separate from Protestant children and youth,—they aim at subverting our Public School System. It is not pretended that Roman Catholic children are not protected in their Religious rights and feelings, or that any teaching is allowed which is at variance with the doctrines of their Church; but Roman Catholic children are prohibited from mixing with Protestant children upon the ground of Faith and Morals—"Protestantism being", according to their teaching, "a species of infidelity and Protestant children young infidels."

III. I now address myself to the several questions under Number Five of the Memorandum. The first question is:—"Assuming any alteration in the Law to be necessary, can it be made by placing the seceding portion of the community in each section respectively in the same position—*i.e.* by making the same Law applicable to both?"

Answer:—I see no difficulty in framing a law by which the community may be divided into two, or more, classes, and placing each class in the same position, whether consisting of the majority, or minority; and this can be done by authorizing each party to establish a School in the same manner and upon the same conditions, and by requiring the Municipal Assessor, or Collector, to ascertain from each Rate-payer to the School of which party his Rate should be paid, and for the local Treasurer to pay it accordingly—and for the Legislative School Grant to be apportioned to the School of each party according to average attendance, or the amount paid from local sources to each School.

But to this scheme there are the following objections, apart from the fundamental one that it subverts what have been established and recognized as the rights of Municipalities, and overthrows a System of National Schools: (1) There could be no School divisions applicable to each party; for what might be convenient for the one would be very inconvenient, or impracticable, for the other, and any Municipal authority defining them would not be likely to be impartial, and would certainly be charged with partiality. (2) There could be no uniform standard, and, therefore, no guarantee for the qualifica-

tions of Teachers, as objections would be made by one party, or the other, (as the Roman Catholics have already objected to their Teachers coming before a Public Board of Examiners, as do other Teachers,) to their Teachers being subject to examination by any other than their own authority.

(3) There must be Inspectors for each class of Schools, as one would object to be inspected by an Inspector not of its own party, and there would be no means of ascertaining the state and character of the Schools, and the correcting of their Returns without local Inspectors. Municipal Councils would not appoint and pay two, or more, Inspectors in each Municipality; nor is it likely that the Legislature would provide for their salaries. Even in England, the Wesleyans and the Dissentients will not receive the Inspectors of the Church of England Schools. (4) There could be no uniform series of Text-books,—one of the most important conditions of efficiency and success in a System of Public Schools, as well as one of our greatest achievements in Upper Canada. Each party would have its own Books. (5) Every Municipality in Upper Canada, (though none in Lower Canada have,) has power to levy and collect Rates for Dissentient, or Separate, as well as for Public, Schools; yet not one Municipality will levy and collect Rates for the former. In Cities, Towns, and Incorporated Villages, the Board of School Trustees, elected by the Rate payers, have authority to establish "any kind, or description, of Schools,"—terms which, as I have stated in my Official Circulars, from the passing of the Act in 1850, include the power to establish a system of Denominational Schools in each City, Town and Incorporated Village in Upper Canada, if the electors so desired; yet has every proposition to that effect, however modified, been rejected in every Municipality in which it has been proposed. The action in each Municipality is voluntary, and has been so from the beginning. Should the Law, therefore, be changed so far as to deprive them of their present discretionary power, and compel them, if they levied and collected School Rates at all, to do so for Denominational Schools, there is every reason to believe they would refuse to levy any School Rate whatever; and thus all that has been done would fall to the ground, and the whole School System would perish in a year. There is a great difference between a Municipality co-operating to instruct children in the secular and essential branches of education common to all classes, and compulsion in levying and collecting Taxes to establish and support Schools for teaching the Dogmas and Ceremonies of different Sects. The Municipalities have evinced the utmost willingness and liberality to do the former, but have invariably refused to do the latter.

2. The Second Question in the Memorandum is, "Can it [what was proposed in the first question,] be done otherwise than by making the general denomination of the School in a district Catholic, or Protestant, according to the votes of the householders, or heads of families, and making all seceding, or Separate, Schools entirely private in their character?"

Answer:—In my answer to the preceding question, I have intimated that a law might be framed to divide the community into as many parties as might be designated; but there has been hostility to any such division, and a very reluctant acquiescence in permitting Roman Catholic, or Protestant, Separate Schools at all,—an utter opposition to have the Public Schools Denominational, either as Protestant, or Roman Catholic, and a fixed and universal determination to maintain them as National—equally open to all classes, and the Religious scruples of all classes equally protected, leaving and allowing facilities to each class to give Religious Instruction to its own youth in its own way.

But assuming what is implied in the question, that the general denomination of the School should be made Catholic, or Protestant, according to the vote of the householders, or heads of families, such a System would make every neighbourhood the arena of deadly strife between Roman Catholic and Protestant, and voting under such circumstances would seldom be conducted without violence and even bloodshed. To decide by a popular vote in each neighbourhood whether the Protestants, or Roman Catholics, shall have a School, and also whether the Protestants shall support the Roman Catholic School, or

whether the Roman Catholics shall support the Protestant School, is to ignore the principles of religious belief and conviction involved in the question, and suspend the whole upon the chance majority vote of a popular election.

3. Then as to the Separate Schools, or Schools of the minority, being entirely private in their character, it would be depriving the weaker party in each neighbourhood of any aid in the education of their children, not because of any crime, or unworthiness, but simply because they happen to be the weaker party—a principle that could not be justified upon the grounds of religious justice, or sound policy.

4. In regard to the question as to "whether those who supported seceding Schools could be exempted from paying to the fund on which Common Schools are charged?" I remark that the present law exempts all supporters of Separate Schools from paying Rates for the support of the Common Schools, as long as they keep in operation the Separate School of which they declare themselves to be supporters; and the Separate School Trustees are empowered by law to levy and collect rates from Supporters of such Schools the same as are Public School Trustees empowered to collect Rates from the other freeholders and householders of their School division.

5. The legal provisions for this dual System of Schools have existed in both Upper and Lower Canada since the first Session after their union in 1840; and it is, I think, the only one that can be maintained, although I think there is now greater doubt than ever as to the possibility of retaining the Separate School provisions in the Statute Book. The existence of the provisions at all is clearly against the feelings of the great majority of of the people of Upper Canada, and it has been considered by numbers of most intelligent persons as inconsistent with, and dangerous to the stability of a National System of Education. But I combatted these apprehensions in my Reports and Circulars, and in my personal visits to the various Counties of Upper Canada, so that there was no agitation on the subject, when Bishop de Charbonnel, and, after him, other Roman Catholic Clergy and their Newspapers, commenced an attack upon our whole School System, denouncing it as immoral and vicious, and demanding that the Roman Catholics, as a body, should be incorporated into a separate organization, and receive Legislative School Grants and Municipal School Funds according to their numbers, with a Superintendent from among themselves—thus claiming absolutely a large portion of the public and Municipal revenue, and local corporate powers of a very large extent, as an endowment for the exclusive teaching of the Roman Catholic Church;—a thing never mooted in respect to the Protestants in Lower Canada, never heard of in any free Country, and subversive of the right of individual liberty and choice among the Roman Catholics and inconsistent with the rights of Municipalities and of individual property among the Protestants. It was attempted to accomplish these objects with a high hand; so much so that Roman Catholic Members of the Government and of the Legislature who would not bow in passive obedience in support of these Episcopal demands, were denounced by Episcopal authority, as were all Roman Catholic Electors in each of the Municipalities, who should vote for Councillors, or Members of Parliament, that would not pledge themselves to support those claims to Roman Catholic independence and supremacy in matters of education, demanded under the modest and deceptive name of "Catholic Rights." It is this double aggression by Roman Catholic Bishops and their supporters, in assailing, on the one hand, our Public Schools and School System, and invading what have been acknowledged as sacred constitutional rights of individuals and Municipalities, and, on the other hand, in demanding the erection and support, at public expense of a Roman Catholic Hierarchical School System, which has aroused to so great an extent the people of Upper Canada against permitting the continuance of the provisions of the law for Separate Schools. And it must be acknowledged that a combined secular, with separate Religious Instruction, is the only safe, just and defensible System of National Education.

6. In conclusion I beg to add a word as to the interference of parties in Lower Canada with the School System of Upper Canada. The existence of two Systems of Public Instruction, in several respects widely different, shews that the feelings, habits,

Municipal and other institutions of the inhabitants in each Province of Canada have been equally and exclusively consulted in their construction and development. In Lower Canada, the only protection of any pupil in matters of Religion is that his Book of Religious Instruction shall be selected by his Priest, or Minister; there is no recognition of parental rights, or choice in the matter of Religious Instruction; the local Commissioners, analgous to our Boards of School Trustees, make the Regulations and direct, at their pleasure, in regard to all the Religious Ceremonies and Instruction in the School, or Schools, under their care, and there is no provision in the Law to secure to any Protestant pupil, or his Parent, any option as to attending and observing them. The only protection of Protestants is the right of establishing a Dissentient School, when they disapprove of the Regulations and customs authorised by the local Trustee Commissioners in their School; but where the Protestant inhabitants are too few to establish a Dissentient School, they have no other recourse than to keep their children from School, or suffer them to attend all the Religious Ceremonies and Exercises imposed in the Roman Catholic School; and this I am informed, on good authority, is the case in most of the Schools in Lower Canada, as there are only 73 Dissentient Schools for about 35,383 Protestant children of School age. But in Upper Canada, in all the Public Schools, every pupil is protected and excused by law from attending any Religious Exercise of Devotion, or Instruction, as well as from reading any Religious Book, to which his Parent or Guardian objects. Yet there has been no interference in Upper Canada with the School System of Lower Canada, which has been framed and carried into effect in accordance with the wishes of the inhabitants there and their Representatives in Parliament. I deprecate the interference of Bishops and Priests in Lower Canada, or of their Representatives, with the School System of Upper Canada, the wishes of whose inhabitants and their Representatives are entitled to no less consideration than those of Lower Canada; and especially when the fundamental principle of our School System is, equal and impartial protection to all Religious Persuasions, and equal educational advantages for all. . . .

In preparing this Paper for His Excellency's own information, I have thought it proper to express myself without reserve; and I have appended extracts from my Annual Reports and Correspondence in relation to Separate Schools, for perusal or reference,* should His Excellency desire to investigate the subject any further.

TORONTO, 14th of January, 1858. EGERTON RYERSON.

ENCLOSURE: THE LAW RELATING TO ROMAN CATHOLIC SEPARATE SCHOOLS IN UPPER CANADA AND TO THE PROTESTANT DISSENTIENT SCHOOLS IN LOWER CANADA, COMPARED BY J. GEORGE HODGINS, DEPUTY SUPERINTENDENT OF EDUCATION (ARRANGED IN PARALLEL COLUMNS, WITH REFERENCES TO IDENTICAL, OR ANALOGOUS, PASSAGES IN EACH LAW).

THE TACHE ACT TO AMEND THE LAWS RELATING TO ROMAN CATHOLIC SEPARATE SCHOOLS IN UPPER CANADA.

18 VICTORIA, CHAPTER 131, OF 1855.

Acts repealed.

I. The Nineteenth Section of "*The Upper Canada School Act of* 1850," and the Fourth Section of "*the Upper Canada Supplementary School Act of*

THE LAW RELATING TO DISSENTIENT SCHOOLS IN LOWER CANADA.

9TH VICTORIA, CHAPTER 27, OF 1846.

How to establish Dissentient Schools.

XXVI. And be it enacted, That when in any [School] Municipality the Regulations and arrangements made by the School Commissioners for the conduct of

*These extracts from Reports and Correspondence are too voluminous to be inserted here. They are already embodied in the Documentary History.

1853," and all other provisions of the said Acts, or any other Act, inconsistent with the provisions of this Act, are hereby repealed, so far only as they severally relate to the Roman Catholics of Upper Canada.

Five Heads of Families may call Meeting.

II. Any number of persons, not less than five heads of families, being freeholders, or householders, resident within any School Section of any Township, or within any Ward of any City, or Town, and being Roman Catholics, may convene a public Meeting of persons desiring to establish a Separate School for Roman Catholics in such School Section or Ward, for the election of Trustees for the management thereof.

Majority present to elect three Trustees.

III. A majority of the persons present, not less than ten in number, being Freeholders, or Householders, and being Roman Catholics, at any such Meeting may elect three Persons resident within such Section to act as Trustees for the management of such Separate School, and any Person, being a British Subject, may be elected as such Trustee, whether he be a Freeholder, or Householder, or not.

Notice of the establishment of a Separate School.

IV. A notice addressed to the Reeve, or to the Chairman of the Board of Common School Trustees, in the Township, City, or Town, in which such Section is situate, may be given by all persons resident within such Section, being Freeholders, or Householders, and being Roman Catholics, favourable to the establishment of such Separate School, whether they were present at such Meeting, or not, declaring that they desire to establish a Separate School in such School Section, and designating by their names, professions and places of abode, the persons elected in the manner aforesaid as Trustees for the management thereof.

V. Every such notice shall be delivered to the proper Officer by one of the Trustees so elected, and it shall be the any School, shall not be agreeable to any number whatever of the inhabitants professing a Religious Faith different from that of the majority of the inhabitants, of such Municipality, the inhabitants, so dissentient, may collectively signify such dissent in writing to the Chairman of the said Commissioners, and give in the names of three Trustees, chosen by them for the purposes of this Act; and such Trustees shall have the same powers and be subject to the same duties as School Commissioners, but for the management of those Schools only which shall be under their control; and such dissentient inhabitants may, by the intervention of such Trustees, establish, in the manner provided with regard to other Schools, one, or more, Schools, which shall be subject to the same provisions, duties and supervision, and they shall be entitled to receive from the Superintendent, or from the School Commissioners, such sum out of the general, or local, School Fund as shall be proportionate to the dissentient population they represent; Provided always, that whenever the majority of the children attending any School now in operation, and the School-house, shall belong to or be occupied by such dissentients, the said School-house shall continue to be occupied by them, so long as the number of children taught in such School shall amount to the number required by this Act to form a School District, and the entire amount of moneys raised by assessment on such dissentients shall be paid to the Trustees of such School, together with a due proportion of the Building Fund.

Conditions of receiving aid.

XXVII. And be it enacted, That to entitle any School to its allowance out of the General, or local, School Fund, it shall be requisite and sufficient that such School has been under the management of School Commissioners, or [Dissentient] Trustees, appointed in the manner provided by the next preceding Section,— that it has been in actual operation during at least eight calendar months,— that it has been attended by at least fifteen children (periods of epidemic, or con-

duty of the Officer receiving the same to endorse thereon the date of the reception thereof, and to deliver a copy of the same, so endorsed and duly certified by him, to such Trustee.

Effect of such Notice.

VI. From the day of the date of the reception of every such notice, the Trustees therein named shall be a Body Corporate, under the name of "The Trustees of the Roman Catholic Separate School for the Section Number , in the Township (City, *or* Town, *as the case may be*), in the County of ."

Union of Separate Schools in Cities and Towns.

VII. If a Separate School or Separate Schools shall have been established in more than one Ward of any City, or Town, the Trustees of such Separate Schools may, if they think fit, form an union of such Separate Schools, and, from the day of the date of the notice in any public newspaper, published in such City or Town, announcing such union, the Trustees of the several Wards shall together form a Body Corporate under the title of "The Board of Trustees of the Roman Catholic United Separate Schools for the City, (*or* Town) of , in the County of ."

Powers and obligations of Trustees.

VIII. All Trustees elected and forming a Body Corporate under this Act shall have the same power to impose, levy and collect School Rates, or subscriptions, upon and from persons sending children to, or subscribing towards the support of Separate Schools, and all other powers in respect of Separate Schools, as the Trustees of Common Schools have and possess under the provisions of the Acts hereinbefore cited, in respect of Common Schools; and they shall also be bound to perform all duties required of, and shall be subject to all penalties provided against the Trustees of Common Schools; and Teachers of Separate Schools shall be liable to all penalties provided against Teachers of Common Schools.

tagious, diseases excepted),—that the Returns have been certified to the School Commissioners, or Trustees, by the Master, Mistress, or Teacher, and at least two of the Commissioners, or Trustees,—that a public Examination of the Schools has taken place,—that a Report, signed by the majority of the School Commissioners, or Trustees, and by the Master has been transmitted to the Superintendent of Schools, according to the form prescribed by him for that purpose, every six months, that is to say, before the First day of July, and the First day of January, in each year,—and finally, that a sum equal to the allowance made by the Legislature for the Municipality has been raised, as hereinbefore provided.

Penalties for false Returns.

XXVIII. And be it enacted, That if any School Commissioner, or [Dissentient] Trustee, or other person, shall make any false Certificate, or Return, by means of which he may have fraudulently obtained, or sought fraudulently to obtain, money from the Public School Fund, such Commissioner, Trustee, or other Person, shall not only restore the money so obtained, but shall also incur a penalty, not exceeding Ten pounds currency, nor less than Two pounds ten shillings, which shall go to the local School Fund, and which shall be recoverable at the suit of any Person having an interest in the right administration of the Common Schools, on the oath of one credible witness, and before any Justice of the Peace; and if such penalty be not paid within ten days after judgment, it shall be levied, with the costs of suit and of sale, by seizure and sale of the goods and chattels of the defendant under the warrant of such Justice of the Peace, and, in default of sufficient goods and chattels, the defendant may be committed to the Common Gaol, and detained therein one day for each three shillings of the amount of the fine and costs, or of the balance, which may be due.

Election restrictions—Children from other Districts.

XXIX. And be it enacted, That the Trustees of dissentient minorities shall

Trustees's period of office and re-election.

IX. All Trustees elected under this Act shall remain in office until the second Wednesday of the month of January next following their election, on which day in each year an annual Meeting shall be held, commencing at the hour of ten of the clock in the forenoon, for the election of Trustees for Separate Schools theretofore established; but no Trustee shall be re-elected at any such meeting without his consent, unless after the expiration of four years from the time when he went out of office

Children from adjoining Sections may attend the School.

X. All Trustees elected under this Act shall allow children from other School Sections to be received into any Separate School under their management, at the request of the Parents, or lawful Guardians, of such children, provided such children, or their Parents, or Guardians, are Roman Catholics; and no children attending such School shall be included in the Return hereafter provided to be made to the Chief Superintendent of Schools unless they shall be Roman Catholics.

Teachers' Certificates. Disposal of moneys.

XI. A majority of the Trustees in any Township or Village, or of the Board of Trustees in any Town or Village elected under this Act, shall have power to grant Certificates of Qualification to Teachers of Separate Schools under their management, and to dispose of all School Funds of every description coming into their hands for school purposes.

Condition of Municipal Exemption from School Rates.

XII. Every Person paying Rates, whether as proprietor, or tenant, who, on, or before, the First day of February of any year, shall have given notice to the Clerk of the Municipality in which any Separate School is situated, that he is a Roman Catholic and a Supporter of such Separate School, shall be exempted from the payment of all Rates imposed within

also be elected for three years, except that, at the end of each of the two first years, one of the Trustees shall retire, and be replaced, or re-elected, by such Dissentients; children from other School Districts, of the same Faith as the Dissentients, for whom the School was established, may attend the same, whenever such Dissentients shall not be sufficiently numerous in any District to support a School alone; Provided that the individuals of the dissentient minority shall not be elected nor serve as School Commissioners, nor vote at the election of the School Commissioners; and that, in like manner, the individuals of the majority shall not be elected nor serve as School Trustees, nor vote at their election.

Restriction as to Visitors.

XXXIII. No Priest, Minister or Ecclesiastic shall be entitled to visit any School belonging to any inhabitants not of his own Persuasion, except with the consent of the Commissioners, or Trustees, of such School.

School Corporations in Quebec and Montreal.

XLII. And be it enacted, That in Quebec and Montreal the Corporation shall appoint twelve School Commissioners, (if they have not already been named under the authority of the Act passed in the last Session of the Provincial Parliament concerning Elementary Education), six of whom shall be Roman Catholics and six Protestants; and such Commissioners shall form two separate and distinct Corporations, the one for Roman Catholics, and the other for the Protestants, and one half of each of the said Corporations shall be renewed annually by the said Corporation.

Examiners in Quebec and Montreal for granting Certificates.

L. And be it enacted, That there shall be in each of the Cities of Quebec and Montreal, a Board of Examiners composed of fourteen Persons chosen in as fair and equitable a manner as possible from among the different Religious Denominations, the Members of which Board

such Ward, or School Section, for the support of Common Schools and of Common School Libraries for the year then next following, and every Clerk of a Municipality, upon receiving any such notice, shall deliver a Certificate to the Person giving the same, to the effect that such notice has been given, and shewing the date of such notice; but any Person who shall fraudulently give any such notice, or shall wilfully make any false statement therein, shall not secure any exemption thereby, but shall, on the contrary, be liable to a penalty of Ten pounds currency, recoverable, with costs, before any Justice of the Peace at the suit of the Municipality interested: Provided always, that nothing herein contained shall exempt any such Person from paying any Rate for the support of Common Schools, or Common School Libraries, or for the erection of a School-house, or School-houses, which shall have been imposed before such Separate School was established.

Conditions of receiving aid from Legislative Grant.

XIII. Every Separate School established under this Act shall be entitled to a share in the Fund annually granted by the Legislature of this Province for the support of Common Schools, according to the average number of pupils attending such School during the twelve next preceding months, or during the number of months which may have elapsed from the establishment of a new Separate School, as compared with the whole average number of pupils attending School in the same City, Town, Village, or Township: Provided always, that no Separate School shall be entitled to a share in any such Fund unless the average number of pupils so attending the same is fifteen, or more, (periods of epidemic, or contagious, diseases excepted); Provided also, that nothing herein contained shall entitle any such Separate School within any City, Town, Village, or Township, to any part, or portion, of school moneys arising, or accruing, from local Assessment for Common School purposes within any such City, Town, Village, or Township, or the shall be appointed by the Governor-in-Council, through the Superintendent of Schools, and of whom one half shall consist of Roman Catholics, and one half of Protestants, and who shall compose a Board of Examiners, to examine Teachers, and to deliver, or refuse, to each, as the case may require, a License, or Certificate of Qualification, after due examination; and the said Board shall be divided into two divisions, one of which shall be composed of seven Roman Catholics, and the other of seven Protestants, each of which divisions shall separately perform the duties hereinafter imposed upon them; Provided nevertheless, that every Priest, Minister, Ecclesiastic, or person forming part of a Religious Community instituted for Educational purposes, and every person of the female sex, shall be, in every case, exempt from undergoing an examination before any of the said Boards; and provided also, that neither the possession of a Certificate of Examination before one of the said Board, nor any exemption from Examination, shall oblige the School Commissioners, or Trustees, to accept a Teacher who does not suit them. [These Boards have been since increased.]

12TH VICTORIA, CHAPTER 30, OF 1849.

Assessment for Dissentient Schools, Fees, Grant, etcetera.

XVIII. And be it enacted, That any thing in the Twenty-sixth Section of the said above cited Act, or in any other part of the said Act contained, to the contrary notwithstanding, whenever the Trustees of Dissentient Schools shall have been chosen, and shall have established one, or more, Dissentient Schools, in any School Municipality, and the said Trustees shall not be satisfied with the arrangements antecedently made by the School Commissioners of the said Municipality, relative to the recovery and the distribution of the Assessment, they may, by a written declaration to that effect, addressed to the President of the School Commissioners, at least one month before the First day of January, or July, in any year, acquire the right of receiving themselves, for the following and all future years, during which they shall

County, or union of Counties, within which such City, Town, Village, or Township, is situate: Provided also, that if any Separate School shall not have been in operation for a whole year, at the time of the apportionment, it shall not receive the sum to which it would have been entitled for the whole year, but only an amount proportional to the time during which it has been kept open.

Apportionment based on half yearly Returns.

XIV. The Trustees of each Separate School shall, on, or before, the Thirtieth day of June and the Thirty-first day of December, of each year, transmit to the Chief Superintendent of Schools for Upper Canada a correct Statement of the names of the children attending such School, together with the average attendance during the six next preceding months, or during the number of months which may have elapsed since the establishment thereof, and the number of months it shall have been so kept open, and the Chief Superintendent shall, thereupon, determine the proportion which the Trustees of such Separate Schools will be entitled to receive out of such Legislative Grant, and shall pay over the amount thereof to such Trustees, and every such Statement shall be verified under oath before any Justice of the Peace for the County, or union of Counties, within which such Separate School is situate by at least one of the Trustees making the same.

Trustee's election void in certain cases.

XV. But the election of any Trustee, or Trustees, made under this Act shall become void, unless a Separate School be established under his, or their, management within two months from the election of such Trustee, or Trustees.

Restriction as to voting at Common School Elections.

XVI. And no Person subscribing towards the support of a Separate School, or sending children thereto, shall be allowed to vote at the election of any Trustee for a Common School in the City, continue to be such Trustees of Dissentient Schools, according to law, the Assessment levied on the inhabitants so dissentient, who shall have signified their dissent in writing, conformably to the said above cited Act, or who shall hereafter signify the same at the times and in the manner hereinbefore provided, and the said Trustees shall, in such case, be entitled to obtain a copy of the Assessment in force, of the list of children capable of attending School, and of other Documents in the hands of the School Commissioners, or of the Secretary-Treasurer, and connected with the future Government of Dissentient Schools; the said Trustees may and shall also receive the amount of the monthly Fees, payable in respect of the children of such dissentient Parents, or Masters, and may institute all suits, or prosecutions, and do all other things necessary for the recovery of the said Assessments and monthly Fees; and they, the said Trustees, shall be a Corporation for the purposes of their own Dissentient Schools and School District, and shall be entitled to receive from the Superintendent shares of the General School Fund bearing the same proportion to the whole sums allotted, from time to time, to such Municipality as the number of children attending such Dissentient Schools bears to the entire of children attending school in such Municipality, at the same time, and a similar share of the Building Fund; and the said Trustees shall have the right to constitute their own School Districts, independently of the School Districts established by the Commissioners aforesaid, and shall have the same rights, and shall be subject to the same duties and penalties as the said School Commissioners, in respect of the collection and application of the moneys by them received, of the rendering and examination of their Accounts, and of all other matters whatever in reference therto, and may be removed and others appointed by the Governor-in-Council, or by the Superintendent of Schools in all those cases in which School Commissioners are liable to be so dealt with; Provided always, that if, after such declaration of separate management, there should be no subsisting Assessment, or if the Assessment

Town, Village, or Township, in which such Separate School is situate.

FROM THE COMMON SCHOOL ACT, OF 1850, 13TH AND 14TH VICTORIA, CHAPTER 48.

Election of Trustees—No restriction in the selection.

VI. And be it enacted, That at every Annual School Section Meeting in any Township, as authorised and required to be held by the Second Section of this Act, it shall be the duty of the Freeholders, or Householders, of such Section, present at such Meeting, or a majority of them,—

Thirdly. (A) To elect one, or more Persons as Trustee, or Trustees, to fill up the vacancy, or vacancies, in the Trustee Corporation, according to law: Provided always, that no Teacher in such Section shall hold the office of School Trustee.*

Foreign Books—Religious Instruction.

XIV. And be it enacted, That no Foreign Books in the English branches of education shall be used in any Model or Common, School, without the express permission of the Council of Public Instruction; nor shall any pupil in any such School be required to read, or study, in, or from, any Religious Book, or join in any Exercise of Devotion, or Religion, which shall be objected to by his, or her, Parents, or Guardians; Provided always, that within this limitation, pupils shall be allowed to receive such Religious Instruction as their Parents and Guardians shall desire, according to the General Regulations which shall be provided according to Law.

Authorized Text Books.

XXIX. And be it enacted, that it shall be the duty of each County Board of Public Instruction:

Thirdly. (D) To select, (if deemed expedient), from a list of Text-books recommended by the Council of Public Instruction, Text-books for the use of the Schools in their Municipality, other than those which shall be selected by the Council of Public Instruction, as hereinafter provided; Provided always, that if the Trustees of any School Section in any Municipality, shall, by a majority of their number, disapprove of any Text-book selected by the County Board, for the use of the Schools in such Municipality, and shall certify the same to the Superintendent of Education, before the first day of July in any year, the Text-book so disapproved of shall not be used in any School in such Municipality, after the first day of January next thereafter; and if the Trustees of any School Section in any Municipality, shall, by a majority of their number, disapprove of any Text-book selected by the Council of Public Instruction

mended, or authorized, by the Council of Public Instruction, such Books as they shall think best adapted for the use of the Common Schools of such county, or Circuit; and to ascertain and recommend the best facilities for procuring such Books.*

DEPARTMENTAL REGULATIONS ON THE SUBJECT OF ROMAN CATHOLIC SEPARATE SCHOOLS.

1. When a Roman Catholic Separate School is established, as provided in the Roman Catholic Separate School Act of 1855, 18th Victoria, Chapter 131, it will be necessary for the Trustees to transmit the notice of its establishment, having the Certificate and Endorsement of the Reeve of the Township, or of the Chairman of the Board of School Trustees of the City, town, or Village, to the Chief Superintendent of Schools, so that the Department may be apprized of the legal existence of the School, and be enabled to transmit to the Trustees the necessary blanks, and also to reserve a portion of the Legislative School Grant for the School.

2. When the Separate Schools in the Wards of a City, or Town, become united under one Board, as provided for in the 7th Section of the said Act, the Board of Trustees should send a copy of the newspaper containing such notice to the Chief Superintendent of Schools.

3. The Educational Department will not be able to recognize any Roman Catholic Separate School neglecting to comply with the foregoing Regulations in regard to the establishment and union of such Schools.

4. Nor will any such Separate School be entitled to share in the Legislative School Grant, unless the half-yearly Returns, required by the Fourteenth Section of the said Act, be transmitted to the Chief Superintendent of Schools within a month after the expiration of the half year, to which they refer.

*The authorized Text-books are those published under the direction of the Commissioners of National Education in Ireland, and are prepared by competent and experienced Masters.—See Lower Canada.

respective Boards of School Commissioners of such City, and in proportion to the population of the Religious Persuasion represented by such Boards respectively, a sum equal in amount to that apportioned to such City out of the Common School Fund, to be employed by and for the purposes of the Common Schools, under the direction of such Boards of School Commissioners respectively, etcetera.

9TH VICTORIA, CHAPTER 127, OF 1846.

Text Books—Religious Instruction.

XXI. And be it enacted, That it shall be the duty of the School Commissioners in each Municipality,—

Fifthly, To regulate the Course of Study to be followed in each School,—to provide that no other Books be used in the Schools under their jurisdiction but those approved and recommended by the Board of Examiners hereinafter established,—and to establish General Rules for the management of the Schools and to communicate them in writing to the respective Teachers,—to fix the time of the Annual Public Examination, and to attend at the same; Provided that the Curé, Priest, or officiating Minister, shall have the exclusive right of selecting the Books having reference to Religion, or Morals, for the use of the Schools for children of his own Religious Faith.

12TH VICTORIA, CHAPTER 50.

Eligibility of Clergymen as Trustees.

VI. And be it enacted, That the Clergymen of all Religious Denominations in each School Municipality shall be eligible to be such Commissioners without any property qualification; any Law, or Statute, to the contrary notwithstanding.

CIRCULAR OF THE SUPERINTENDENT OF EDUCATION FOR LOWER CANADA.

Dated the 15th June, 1846.

In those localities where a difference of Religious Belief exists, it is of import-

CIRCULAR FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE TRUSTEES OF ROMAN CATHOLIC SEPARATE SCHOOLS IN UPPER CANADA.

Dated the 18th of June, 1855.

GENTLEMEN,—You will herewith receive a copy of "An Act to amend the Laws relating to Roman Catholic Separate Schools in Upper Canada." For the provisions of this Act, I am not entitled to either praise, or blame, as I never saw it until it appeared in print, after its introduction into the Legislature. I have ever believed and maintained that the provisions of the Law, as previously existing in respect to Separate Schools, were conceived in a kindly feeling, and were equitable and liberal. I am so persuaded still. But these provisions of the Law having been complained of by Bishops of the Roman Catholic Church, the new Separate School Act is the result—an Act which, while it maintains our Public School System inviolate, and even places it upon a firmer and broader foundation than that upon which it rested before, yet confers upon Members of the Roman Catholic Persuasion, powers and distinctions which are not possessed by any class of Protestants in Upper Canada, and which their own Representatives would never consent to confer upon them.

2. While, in our Public Schools, the Religious Rights and Faith of pupils of all Persuasions are equally protected, and while I am persuaded of the superior advantages of those Schools, in respect to both economy and all the appliances of instruction, I shall, on this very account, in addition to the obligations of official duty, do all in my power to lessen the disadvantages of those who prefer Separate Schools, and secure to them every right and advantage which the Separate School Act confers.

3. I have prepared blank forms of Semi-annual Returns, which you are to make to me, and on the receipt of which I will determine and pay half-yearly the sums from the Legislative School Grant to Roman Catholic Separate Schools. To enable me to do so the more readily it will be necessary for you to appoint some ance that the Books employed for the purpose of inculcating principles of Morality and Religion, should contain nothing having relation to any Faith in particular. I conceive it, therefore, my duty to recommend the adoption for the use of Schools of the Books which, under similar circumstances, are employed in the Schools in Ireland. These are certainly, according to general belief, the best Books that could be used in the Common Schools for the purpose of imparting to children of different Religions the requisite degree of instruction.

It must be understood that Dissentient Schools are only entitled to a share of the School Grant proportionate to the number of children between the ages of five and sixteen years, who have attended School, and belonged to dissentient inhabitants residing in the Scholastic Municipality. *See* 18th Section of the Act, 12th Victoria, Chapter 50.

Dissentient Schools should, in all cases, be governed by three Trustees named for the purpose by the dissentient inhabitants, as was done under the last Act. There ought to be but one body of Trustees for all the Dissentient Schools in each Scholastic Municipality.

The Trustees of Dissentient Schools have the same duties to fulfil, and the same powers to exercise, as the Commissioners for the government of Schools under their control. *See* 26th Section of the Act, 9th Victoria, Chapter 27, and the 18th Section of the Act, 12th Victoria, Chapter 50.

They ought to report to this Office respecting the Schools under their control at the same period as is designated by the Law for the performance of that duty by the School Commissioners.

They ougnt also to render an account of the manner in which they have expended that part of the Government Grant placed at their disposal.

They should exact from the Teachers the keeping of a Journal similar to that required from the Teachers of Schools under the control of the Commissioners.

It will be observed, however, that the 21st Section of the Act, 9th Victoria, Chapter 27, placing at the disposition of School Commissioners all the Lands and

person in this City to receive and give duplicate Receipts for the sums payable to your School, according to law. The blank Power of Attorney enclosed in duplicate can, therefore, be filled up and presented by your Agent to this Department. The enclosed Semi-annual Returns for Roman Catholic Separate Schools are precisely the same as those required of the Trustees of our Public Schools. The annual Reports required from Trustees of Roman Catholic Separate Schools are also the same as those required from Trustees of the Public Schools.

4. On application, I will furnish you with School Registers, and herewith transmit to you also blank Returns for the first six months of the current year. I will also supply your School with Maps, Apparatus and Libraries upon the same terms as the Public Schools; that is, I will add one hundred per cent. to whatever sum, or sums, you may forward for such Maps, Apparatus, or Library Books, as you may select from the descriptive and general Catalogues of the Department.

5. The several Sections of the Separate School Act are clearly and simply expressed; but should any doubts arise as to your duties, or proceedings, I shall be happy to give you every information in my power.

6. As the Fourteenth Section of the Act referred to requires me to base the apportionment of each six months upon the Semi-annual Returns of the previous year, and as I am anxious to ensure the utmost correctness in making the apportionment for the current year, I will thank you to have the kindness to fill up and return, to this Department, the enclosed blank Return, relative to school attendance of last year. The information is not in the possession of this Department, but it can be easily compiled from the School Records in your possession.

School Houses acquired, given to, or erected, under the authority of former Education Acts, or of the present Act, gives no power, or right, to the Trustees of Dissentient Schools to demand the use, or possession, of the like Property, unless they were in possession of the same at the time of the passing of this Act.

The present Act authorizes the establishment of Dissentient Schools only upon the ground of Religious difference, and to the inhabitants only forming the minority.

In all their Communications with this Office, the Trustees of Dissentient Schools will be governed by the same rules as the School Commissioners.

Instructions to Inspectors of Schools.

The School Inspectors, according to the true intent of the Act, 14th and 15th Victoria, Chapter 97, will visit all the Schools in operation in the School Municipalities within the limits of their respective jurisdiction.

3. The Inspectors will also specify whether the Schools are held under the control of the School Commissioners, or under that of the Dissenting Trustees, if they are Common Schools frequented by children both of Catholic and Protestant parentage, if they are Mixed Schools, frequented by children of both sexes, without distinction either of Origin, or Religion.

17. The Inspectors will visit all the School Houses built under the control of the Commissioners of Schools, or of the Dissenting Trustees, as well as the Lands upon which they are situated, etcetera.

Special Explanatory Report on the Separate School Provisions of the School Law of Upper Canada, for the information of Members of the Legislature, 1858.

On receipt of this Confidential Report by Sir Edmund Head, he requested Doctor Ryerson to proceed to Quebec to confer with the Members of the Government and His Excellency on the subject of Separate Schools, especially as a movement was then being made at the Capital by Bishop de Charbonnel to have some modifications, which he suggested, made in the provisions of the Taché Separate School Act.

After conferring with His Excellency and the Attorney General, (Sir John Macdonald,) on the subject, Doctor Ryerson was strongly impressed with the desirability of furnishing the Members of the Government, and also those of the Legislature, with the fullest information in his possession on the subject of Separate Schools generally, and with his views on the then movement to reopen the Question.

On his return from Quebec, therefore, he prepared an elaborate Special Report on the subject, which was laid before the House of Assembly in May, 1858, and ordered to be printed. This Special Report and Confidential one to the Governor General contain not only an historical resumé of the Separate School Question, but also in the latter an elaborate comparison of the Separate School System of Upper Canada with that of the Dissentient School System of Lower Canada.

In transmitting this Special Report on Separate Schools to the Provincial Secretary, to be laid before the House of Assembly, Doctor Ryerson wrote to the Secretary as follows:—

I have the honour to submit, for the information of the Governor General-in-Council and the Members of the Legislature, the following Special Report on the Separate School provisions of the School Law of Upper Canada, and the measures which have been adopted to supply the School Municipalities with Text Books, Apparatus, and Libraries.

I have thought it my duty, once for all, to lay before the Government and the Legislature the fullest information at my command on these subjects,—presenting, as they do, features of our System of Public Instruction which, (excepting that of Separate Schools), have attracted little public attention, and are, perhaps, less understood, if not less appreciated, than some other parts of our Public School System. From the following Report it will be seen that what I have done in regard to providing Public Schools and Municipalities with Apparatus and Libraries, has been done after the most careful enquiry and consideration, and in accordance with the best example and highest authority both in England and in the neighboring States.

Provisions of the Laws of 1841, 43, relating to Separate Schools in Upper Canada.

In the first School Act which was passed by the Legislature, at its first Session, in 1841, after the Union of Upper and Lower Canada, provision was made permitting the establishment of Separate Protestant and Roman Catholic Schools under certain circumstances. This Act applied equally to Upper and Lower Canada; but it was not found equally applicable to both sections of United Canada, and, therefore, in 1843, an amended Upper Canada School Act was passed, having been introduced into the Legislature by the Honourable Francis Hincks, then Inspector General. Its provisions relating to Separate Schools were in the following words:—

"LV. And be it enacted, That in all cases wherein the Teacher of any such School shall happen to be a Roman Catholic, the Protestant inhabitants shall be entitled to have a Teacher of their own Religious Persuasion, upon the application of ten, or more,

resident Freeholders, or Householders, of any School District, or within the limits assigned to any Town, or City, School; and in like manner, when the Teacher of any such School shall happen to be a Protestant, the Roman Catholic inhabitants shall have a Separate School, with a Teacher of their own Religious Persuasion, upon a like application.

"LVI. And be it enacted, That such applications shall be made in writing, signed with the names of each resident Freeholder, or Householder, and addressed and delivered to the Township, Town, or City, Superintendent; and such application shall contain the names of three Trustees who shall be the Trustees of such Separate School; and, upon the compliance of such Trustees, and of the Township, Town, or City, Superintendent, with the requirements of this Act, such School shall be entitled to receive its share of the Public Appropriation, according to the number of children of the Religious Persuasion who shall attend such Separate School, which share shall be settled and adjudged by the Township, Town, or City, Superintendent, subject to an appeal to the County Superintendent; and all such Separate Schools shall be subject to the visitations, conditions, rules and obligations, provided in this Act with reference to other Common Schools, or to other Town or City Schools established under this Act."

NOTE.—Here follow in this Special Report to the Government extracts from the several School Acts which were passed from time to time, in which provision was made for Separate Schools. Doctor Ryerson then proceeds with this Report, as follows:—

1. In the Winter of 1852 and 1853, I made an Official Tour of Upper Canada, and held, by appointment, a Public School Meeting in each County,—having previously prepared the first Draft of the Supplementary School Act of 1853. On the provisions of that Draft of Bill, I consulted the most intelligent and experienced men in School matters in the several Counties, and especially on the clauses of the Fourth Section of the Supplementary School Act of 1853. I think I am warranted in saying that those intelligent men of all parties, whom I consulted without reserve, unanimously agreed to those Sections of the Separate School Section of the Draft Bill, but, were also strongly of the opinion, with myself, that no further concession in that direction should be made under any circumstances, or could be made, without endangering the whole National School System, and violating individual and Municipal rights. After having completed my Tour, I proceeded to Quebec in March, 1853, to submit to the favourable consideration of the Government the Draft of Bill, as revised and improved by extensive consultations with practical men in all parts of Upper Canada,—stating it, as a result of much consultation,—that the Fourth Section of it was the largest and last concession that could be obtained from Upper Canada on the subject of Separate Schools. I conversed on the subject with the leading men of all parties in the Legislature. The Bill was introduced and passed without a division, and became the Supplementary School Act of 1853. After the passing of that Act the Roman Catholic Ecclesiastics and the Newspaper Press under their control, expressed their satisfaction with, and eulogized the Separate School section of it. But some of them soon recommenced an agitation on new issues.

2. At length, in 1855, the provisions of the preceding Acts, so far as they related to Roman Catholic Separate Schools, were superseded by the present Roman Catholic Separate School Act, prepared [by Solicitor General Drummond of Lower Canada], under the auspices of certain Roman Catholic Ecclesiastics, and introduced into the Legislature by the Honourable Colonel Taché,—the first time that Lower Canada influence was invoked and employed to control legislation on the Educational Affairs of Upper Canada. But the provisions of this Act, as modified under the auspices of the Attorney General for Upper Canada, and in accordance with the wishes of the Upper Canada Members of the Legislature, having been restricted to the Roman Catholics, under the sanction of certain of whose Ecclesiastical Dignitaries it was

prepared, are, in my opinion, quite as consistent with the integrity and efficiency of our General School System as the Separate School provisions of the preceding School Acts, and not so convenient for the supporters of Separate Schools as the Fourth Section of the Supplementary School Act of 1853.

3. In connexion with this sketch of legislation respecting Separate Schools, two, or three, remarks are required. The first is, that, until 1850, the leading Men and Newspaper Press of all parties acquiesced in the Separate School provisions of the Law. I do not recollect that there was even a discussion on the subject, either in, or out, of Parliament, or any objection to it from any quarter.

4. A second remark is, that, until 1852, Separate Schools were never advocated as a theory, much less as a doctrine, and less still as an article of faith. No parent was ever considered guilty of sin, much less of "mortal sin," for sending his child to a Public, or Mixed, School. A Roman Catholic Separate School was authorized by law only when the Teacher of the Public School was a Protestant, and *vice versa*. No attack upon, or objection to, the moral character of the Public Schools was then made, although they were then much more defective morally, as well as otherwise, than now. Separate Schools were designed for, and almost, if not entirely, confined to, places where the then strong, (more so than now), and often exasperated, feelings between the Irish Protestants and Roman Catholics did not permit them to unite in the school education of their children. As late as 1851 a Roman Catholic Prelate and Vicar General, in desiring the provision in the Honourable John Ross's Act above referred to, averred that they did not desire Separate Schools, they only wanted protection from insult and injustice; so that they might say to Trustees of Public Schools, that if Roman Catholic children were not treated as fairly as others they would establish Separate Schools; and, after the passing of that Act, the same Prelate and Vicar General called upon me to express their thanks for the part I had taken in preparing and recommending it for them. But what was before had recourse to, under certain circumstances, was afterwards demanded without reference to circumstances; and what was before desired as a protection against insult and oppression, was afterwards announced as a doctrine of conscience, and advocated as an instrument of Religious propagandism.

5. This leads me to a third remark, namely, that certain dignitaries of the Roman Catholic Church in Upper Canada, for whose Members the Separate School provisions of the School Law were specially designed, have assumed since 1852, a threefold position, essentially different from what they had ever before professed. (1) They have advocated Separate Schools, (not as a protection against wrong in particular cases, but) as an Institution and Agency of their Church, and as a Dogma of Faith and a Rule of Duty, binding upon all their adherents, and in all places. (2) They have advocated the support of these Schools by Municipal Taxation, as well as by Legislative Grant, and that according to the number of their Church population, and not according to the number of children they might teach, or even according to the number of those who might desire Separate Schools for their children,—thus leaving their own Church adherents without any right of individual choice, and the Municipalities, or Common School Trustees, without any power to levy a School Rate, to erect a School House, or furnish a School, or support a Teacher, or for any School purpose whatever, unless a corresponding sum, according to population, was given in support of the Roman Catholic Church Schools. (3) They have, in order to build up their own Schools at the expense of the Public Schools, and to promote the other objects of their Church organization, attacked the character of the Common Schools generally as nurseries of vice, rather than of virtue; as sinks of iniquity, instead of fountains of knowledge; and avowed their great and ultimate object to be the destruction of the National School System of Upper Canada, and have invoked aid from Lower Canada to accomplish it.

6. To show that I am quite correct in my remarks in reference to the first of the positions above stated, it is only necessary to recollect the means which the Roman

Catholic Bishop of Toronto employed to enforce his Church Teachings, when, in an Official Circular to the Clergy and Laity of his Diocese, he said:—

"Catholic Electors in this Country, who do not use their electoral power in behalf of Separate Schools are guilty of mortal sin. Likewise Parents who do not make the sacrifices necessary to secure such Schools, or send their children to Mixed Schools. Moreover, the Confessor who would give absolution to such Parents, Electors, or Legislators, as support Mixed Schools to the prejudice of Separate Schools, would be guilty of a mortal sin."

7. I may also add that each of the three Bills, prepared and insisted upon by the authority of several Prelates of the Roman Catholic Church, involved all, and a good deal more, than is implied in the second of the above stated positions. And as to their attacking the character and System of Public Schools in Upper Canada, the Roman Catholic Bishop of Toronto declaring them so "dangerous to faith and morals" that it was "mortal sin" for a Roman Catholic Parent to send his children to them, was but the signal of a whole volley of the fiercest attacks upon the Schools and School System of Upper Canada by the Newspaper Press, and Clergy, under the endorsation of certain Bishops of the same Church, avowing the destruction of those Schools, and declaiming in the language of anticipated triumph that "the days of the Common School System are numbered; its dissolution is only a question of time." (See the Rev. J. M. Bruyère's Letters). The Montreal newspaper organ of the same party (the "*True Witness*,") has avowed, again and again, that their object was the destruction of our Public School System,—designating our Schools as "hell-begotten Common Schools"—declaring that "the public opinion, or strong feeling of Protestants of Upper Canada in favour of the actual iniquitious School System of that section of the Province is in our ears but the blatant bellowing of a brutal and ignoble rabble," and concluding with the words "come what may, state schoolism must be crushed." (Montreal *True Witness*," February 19th, and March 5th, 1858.)

8. It would have been unjustifiable for me to introduce into this Report such epithets and language in regard to the Schools and Protestant inhabitants of Upper Canada, were they not mere samples of the spirit and style of the publications from which they are selected, during the last three, or four, years, and were not that publication the recognized organ of those who have assailed our Public School System,—Bishops and Clergy publicly subscribing to sustain that paper, and recommending it to the "Catholics of the Province," eulogizing the invaluable services rendered by the *True Witness* "to religion and society," and declaring, as in the language of a public Meeting presided over by Mr. T. D. McGee, M.P.P., "that the discontinuance of the *True Witness*, under any circumstances, would be an immense misfortune to the whole Catholic public of Canada."

9. Considering that, for more than ten years, no dissatisfaction had been expressed by any party with the Separate School provisions of our School Law, and that all parties had consented to their introduction and continuance, and that these provisions, as has been shown by the most minute analysis and comparison, are, as a whole, more favourable to Separate Schools in Upper Canada than the corresponding provisions in the Lower Canada School Law are to the Dissentient Schools of that section of the Province; and considering the new positions assumed by the advocates of Separate Schools, their attacks upon the character of the Public Schools and great majority of the people of Upper Canada, their efforts to subvert the Educational System of Upper Canada by means of Lower Canada votes, to be given under Episcopal penalties, it is not surprising that a deep and general feeling should be awakened in the western section of the Province, and that many Persons, who have been all along assenting parties to the Separate School provisions of the Law, should, in retaliation for insults, and as a measure of self-defence, resolve to do all in their power to sweep those provisions from the Statute Book.

10. But in this view I cannot concur; and I entreat the attention of the friends of our System of Public Instruction in Upper Canada of all parties to the following facts and considerations:—

(1) In connexion with these Separate School provisions, our Public School System has been established, has been developed, and has advanced and extended beyond precedent, or parallel, in any other Country. In a few rural Sections some temporary, or local, inconvenience may be experienced from them; but, in the Cities and Towns it may be questioned whether the character and efficiency of the Public Schools are not rather promoted by the existence of Separate Schools. Certain it is, that, if any educational, intellectual, or social, disadvantages are connected with the existence of Separate Schools, it is on the side of those who establish and have recourse to them, and the community at large is only affected and interested by the voluntary injuries self-inflicted by a few. It is also certain that whatever may be the divisive spirit of some Ecclesiastics, the spirit of the people at large, both Protestant and Roman Catholic, as well as their interests, are to unity and co-operation, rather than to division and isolation. It is the genius of our Government, it is the pervading spirit of all our Municipal Institutions, and involves the essential elements of our progressive civilization. Experience will teach the economy and immense intellectual, moral, social, and political advantages of unity and co-operation in educational, as well as other, matters; and experience will do more, through the understanding and the heart, than forced legislation can accomplish against the will and the prejudices if not, in some instances at least, against the conscience.

(2) Nor should it be forgotten that, as long as the right of establishing Separate Schools is claimed by, and granted to the Protestant minority in Lower Canada, the right to establish Separate Schools ought not to be denied to the Roman Catholic minority in Upper Canada, and on equal terms. Supposing it to be a disadvantage to that minority in both cases, it is for the parties chiefly, and immediately, concerned to judge, rather than for others. As long as these provisions do not impair the general efficiency, or impede the progress of the National School System, they may, at least, be allowed to remain in the Statute Book, after having been so long in existence, and being still desired by a considerable minority.

(3) Ought it not also to be recollected, that giving corporate powers to a number of private individuals, or a large religious community, and taking away those corporate powers, are two very different things; and though conferring them in the first place may have been unwise and objectionable, yet depriving the parties of them, after having received and employed them, may be still more unwise and objectionable As a general rule, corporate powers once bestowed upon any party are never resumed, unless they are grossly abused, or perverted to injurious purposes. Very few of those who have established Separate Schools, or who are likely to establish them, have been the culpable aggressors upon the character and institutions of their fellow-citizens. It would be a grave offence indeed on the part of one of our great Religious Communities to require and justify the repeal of their College Charter, whether it were wise to grant that Charter in the first place, or not; and it should be an offence equally grave that would justify the repeal of the corporate rights granted for the establishment of the less pretentious Separate Schools.

(4) Since the commencement of the present Session of the Legislature, the Lower Canada Members of all parties, with few exceptions, have disclaimed the idea and the doctrine of attempting to pass laws for Upper Canada against the wish of a majority of its own Representatives. The ecclesiastical mandates and efforts to enlist a Lower Canada crusade against the educational Institutions of Upper Canada have been practically repudiated by the enlightened Legislators of Lower Canada; and in the presence of such a fact, and with such a guaranty, the Legislators of Upper Canada can afford, and will, I am persuaded, be disposed, as also a great majority of the people, to be generous as well as just, in regard to the provisions respecting Separate Schools, and give our Roman Catholic fellow citizens reason to be grateful, rather than complaining, in respect to every thing affecting their rights, feelings and interests, that they are associated in government and in all the rights and immunities of a free people, with those, a fundamental principle of whose Religion is the right of private judgment and

liberty of conscience, and among whom "equal rights and privileges amongst all classes" is a tradition of history. It is very true that, authorising the establishment of Separate Schools by law, and aiding them out of Legislative School Grants, is granting to Roman Catholics more than equal rights with other classes of the community, but it is better to lean to the side of indulgence than to give any pretext for complaining of persecution. The Protestant inhabitants of Upper Canada are well able to be generous and indulgent, and they will have more to hope for and congratulate themselves upon by permitting the Separate School provisions of the School Law to remain as they are, than by giving the appearance of returning evil for evil by abolishing them.

11. My belief is, that in view of the past, present, and future, the Separate School Sections of the School Law ought not to be interfered with, either by making an iota of concession to the unreasonable demands of ultra-religious propagandists, or by taking away an iota of the rights granted to, and possessed by, Roman Catholics during nearly twenty years. I believe that by still maintaining the School Law inviolate in this respect, the interests of the School System will be best consulted, as well as the social happiness of Upper Canada. It was agreed by the Leaders of both parties in the Legislative Assembly, in 1850, that the interests of education should not be made subservient to the purposes of any political party, but should be identified with the well-being of the Country at large, irrespective of political party. The School System has been so administered and regarded, from the beginning to the present time; it has grown up under successive Administrations of Government, and by the support of men of all political parties. I believe that the greatest calamity that could happen to the National School System of Upper Canada would be to identify it with any political party, to degrade it into an engine, a battle ground, or football, of political party conflict. This I have deprecated in successive Annual Reports, and I do so most earnestly in this Special Report. The interests of national education are certainly above those of political party, and what has been agreed by all parties to introduce into the Statute Book, and to continue there for so many years, may still be allowed to remain there without inconsistency, or compromise, of any party, especially as aggression from Lower Canada Legislators is no longer to be apprehended, and as Upper Canada cannot be otherwise than true to herself. Separate Schools, of which there are 108 out of 3,742 Common Schools, exist in only sixty-four out of 400 Municipalities in Upper Canada, and exist mostly in City, Town, and Village Municipalities, where they certainly do no harm to anybody, except to those who establish them. I think the reasons for allowing the Separate School provisions of the Law to remain on the Statute Book are stronger now than in past years, and I, therefore, respectfully submit the propriety and wisdom of this course to the consideration of all parties and of the Country at large.

TORONTO, 20th of April, 1858. EGERTON RYERSON.

THE ANGLICAN SYNOD OF TORONTO AND SEPARATE SCHOOLS.

At a Meeting of the Anglican Synod of the Diocese of Toronto in June, 1858, Doctor James Bovell brought up the Report of a Committee on Separate Schools, which he read as follows:

At the close of the last Synod a Committee was appointed to inquire as to what modification could be made in the Upper Canada School Act of 1850 to render education under that Act more acceptable to the Church of England than it is at present. The Committee have the honour to report that in entering on the duties assigned to them they have constantly kept before their minds the duty they owe to their Heavenly Master, and that which directs them to live in dutiful obedience to their lawful Rulers.

Divesting themselves, therefore, of all factious, or unnecessary, opposition to the Law of the land, they have endeavoured to discover the opinions of others, not

only in Canada, but in England and the United States of America, with reference to General Education; and aided by such light, as well as that which has been diffused by the discussion of the question among ourselves, your Committee has arrived at the conclusion that the time has now come, when a united effort should be made to secure to the Church of England and Ireland in Canada the liberty to educate her youth, wherever that Church has made provision for instruction, either in her capacity as a Diocesan Church, or in her more limited sphere of Parochial organization. As long as the Church of England in this Diocese advocated Separate Schools, without giving evidence of her sincerity in making provision threfor, the question of her members being exempt from Common School taxation, or, of their quota of the Educational Tax being handed back for their separate management of Schools, was plainly one of no small difficulty; but now that, in many instances, the Members of that Church have taxed themselves for the erection of Buildings and putting in operation School machinery, and are actually now carrying out a System of Education based on Christian Doctrine and Discipline, Your Committee feel that it is not too much to hope that the justice of the cause will commend itself to the Legislature, and the requisite relief be granted.

Your Committee, therefore, beg leave to recommend that a respectful Memorial be presented to the proper authorities, praying them so to amend the Upper Canada Common School Act as to enable the Church of England and Ireland, wherever Schools are erected and established for Common School education by her several Congregations, to have the quota of Common School Tax, which Churchmen pay, assigned over to their Schools for the sole purpose of education.

Your Committee further recommend that it be distinctly stated, that no opposition would be offered to a Government Inspection of such Schools, with a view to assuring the Authorities that the education given in their Schools was, in secular branches, efficient and good.

All of which is most respectfully submitted, with the following Draft of Memorial to the Legislature.

TORONTO, June, 1858. JAMES BOVELL, Chairman.

SYNOD DRAFT OF MEMORIAL ON EDUCATION.

The Memorial of the Right Reverend the Bishop of Toronto, and the Members of the Synod of the Diocese of Toronto in Diocesan Synod assembled, respectfully sheweth, that your Memorialists believe that a very large proportion of the Common School Tax in this Province is contributed by Members of the United Church of England and Ireland; that Your Memorialists represent that they have, for many years, loyally and patiently submitted to the operation of the Common School Law imposing this tax, notwithstanding their conviction, that they were entitled to relief, as hereinafter mentioned, and deserved to be placed in no worse position than that enjoyed by the Members of a Communion, which had for some time been blessed with the very estimable privilege, for which Your Memorialists have sought hitherto in vain, that several Congregations of our Church,—notwithstanding the erection in their several Parishes, or districts, of School Buildings, and that education as taught in them, is offered free of charge, have been ready to tax themselves, and have taxed themselves, to build and provide substantial parochial School Houses, capable of accommodating a very large number of children—(as, in the City of Toronto upwards of one thousand),—with the conscientious desire of carrying out the teaching of the Gospel of Christ by regular Sunday and week-day training, and have further provided, and are about to provide, to a still further extent, Teachers and all the necessary machinery for imparting a solid secular and Christian Education to the children of the Church of England, Your Memorialists, therefore, pray that their conscientious objections to a merely Secular System of Education, may be so far respected, as to cause the Upper Canada School Act to be so amended as to enable the Schools established by the Church, aforesaid, to receive the

quota of Taxes paid by the resident Tax-payers who are Members of the Church of England in the District, or Parish, in which such School has been erected.

And Your Memorialists, as, in duty bound, will ever pray.

TORONTO, June, 1858. (To be signed by the Presiding Bishop.)

In moving that this Memorial be adopted, Doctor Bovell said that he was certain that this is but a reasonable demand. It did not strike a blow at the System of Education now in existence, but would give the Members of our Church power to take advantage of the School Act under another mode. It had been said that if they got the Bible into the Common Schools, that would satisfy them; but were they likely to get it? He saw no chance of it. The present system of education had been tried and proved to be a failure. Why should they be compelled to submit to a School System which, in their view, should utterly deprive them of bringing up their Children in that way in which they should go. It might be said that education could be given to Children at home. That was a very plausible scheme at first sight, but who were they that did such a thing? They were very few, he imagined. He, therefore, hoped that no division would be taken on the subject, but they would be permitted to get what they all desired,—that the Children would be instructed properly in the word of God, and be an orderly, happy and religious people.

Mr. J. W. Gamble subscribed *ex animo* to the principles expressed by his friend, who had spoken in reference to the Religious Teaching, which Children should receive. But he had always been a strong advocate for the Common School System, for he had seen the benefits which had been derived from it. . . . But provision was already made in the Statute, (relating to Cities and Towns), for what they were now seeking, and for which they had the word of the Chief Superintendent of Education. Under these circumstances it was far better to act under the existing School Statute relating to Cities and Towns than to seek to come out in favour of a Separate Church of England Denominational School. To do this was a far better course than to go down to the Legislature to ask for the latter. . . . The Country was now well divided up into School Sections with efficient Teachers, in many of which the Bible was read. (Cries of No, No.) Gentlemen might say "no," "no," but he differed from them. The Bible was read in very many of the Schools, and that was the best description of Religious Instruction they could give them.

The Bishop said that he had always understood that the Bible might be allowed in the Schools, but he never understood that it was profitably read

Mr. Gamble replied that he had never been in any of them in which the Bible was not read and taught.

The Honourable John Hillyard Cameron remembered that in 1846 he introduced into Parliament a Measure which authorized the City and Town Councils to determine "the kind and description of Schools" to be established in them, and which, if acted upon, would enable their Church in all the Cities and Towns in the Province to have their own Schools and Trustees; but it had never been taken advantage of, although it was on the Statute Book for two years. But, on that point, what Mr. Gamble had said in regard to electing their own Trustees, could be done under the present Statute; and, even if they had a Separate School System, it could not be carried out in rural districts. Let them not attempt a thing and fail, but let them show from the earnest which they had given in the erection of that School House in which they were assembled, that they were deter-

mined to give the Children a Religious Education. They should see well to the sort of men they elected as their School Trustees. But they should not go to the Legislature and meet a rebuff that would paralyse their exertions altogether. All knew that the Common School System had been a failure, in that it did not provide for the Children being compelled to go to School. He hoped Doctor Bovell would withdraw his motion.

The Reverend S. B. Ardagh would go with Doctor Bovell as far as getting Church of England Schools established in the Cities, as could be done, and as authorized by the Statute as Mr. Cameron had stated; but if they took up such a Separate School System in the Country they would lose education altogether. He was Superintendent of Schools in four Townships, and not only was the Bible introduced into the Schools, but they even got the Church Catechism also into them.

At this stage of the discussion Doctor Bovell consented to withdraw his motion.

In the following September the Anglican Synod of the Diocese of Toronto met in Kingston. At that Meeting Doctor Bovell proposed to petition the Legislature on the Common School Act, when Honourable James Patton, seconded by the Reverend Doctor Adamson, moved, that a Committee of three Clergymen and three laymen be named by the Bishop to report as to the course of action which it would be advisable to pursue in petitioning the Legislature, as proposed. The Bishop then named the following Members of the Synod as such Committee: The Reverends Doctor James Beaven, Stephen Lett, and J. G. Geddes; the Honourable J. H. Cameron, Doctor James Bovell and Mr. J. W. Gamble. Subsequently, by this Committee a Resolution was unanimously adopted and submitted to the Synod as follows:—

That a Petition be presented to the Legislature at its next Session, praying that such alterations may be made in the Common School Acts of Upper Canada as shall recognize Religious Instruction in the Schools, by authorizing the opening and closing of the Schools with Prayer, the reading of the Bible, the use of the Lord's Prayer, Ten Commandments, and Apostle's Creed, and the right of all Denominations of Christians to impart Religious Instruction according to their Religious tenets to the children of their own Persuasion, at specified times, set apart for that purpose; and that, if by the School Law, as it now stands, the Members of the Church of England cannot have Separate Schools in Cities or Towns, that such further amendments be prayed for, as may remove any doubts that now exist as to the right of any Denomination of Protestants to have Separate Schools in Cities and Towns, on compliance with the requisitions of the Nineteenth Section of the School Act of 1850, whether the Teacher of the Common School in any School Section in which such Separate School is demanded, be a Roman Catholic or not. Carried.

SPECIAL CORRESPONDENCE IN REGARD TO SEPARATE SCHOOLS.

I. Letter from the Reverend Stephen Lett, LL.D.

At our last Diocesan Synod the Lay Representative from the Parish of Woodbridge, Mr. J. W. Gamble, asserted that he had your authority for stating that aid could be obtained from the Public Fund for Separate Schools. . . .

Be kind enough to inform me what steps I should take to obtain aid from the Public Fund for the maintenance of St. George's Church School.

Toronto, April 14th, 1858. Stephen Lett, LL.D.

II. Reply to the Foregoing Letter by the Chief Superintendent of Education.

I have the honour to acknowledge the receipt of your Letter of the 14th instant, and to state in reply that what I have said in my Reports, and what, I dare say, I have said to Mr. Gamble is this: that the Board of School Trustees in each City or Town, can establish and maintain Denominational Schools if they please. The School Law of 1850, Section 24, authorises each City and Town Board of School Trustees to "determine the number, sites, kind and description of Schools which shall be established and maintained in such City, or Town." If, therefore, the present Board of School Trustees in this City, should think proper to establish Church of England, Roman Catholic, Presbyterians and other Denominational Schools in this City, instead of the Non-denominational ones now established, they could do so, and appoint a Committee of three Members of the Church, for which the School was intended, to take the immediate oversight of it, as provided in the Fifth clause of the Twenty-fourth Section of the School Act, of 1850.

The School Law leaves it entirely with the Rate-paying electors in each City or Town, through their Trustee Representatives, to determine what "kind, or description, of Schools" they will have and how they will support them, without any restriction whatever. The Board of the City School Trustees can, therefore, if they think proper, recognize and contribute to support the School to which you refer, as one of the City, according to the provisions of the School Law to which I have referred. . . .

Toronto, April 27, 1858. Egerton Ryerson.

III. The Chief Superintendent to the Honourable George Brown, M.P.P.

After briefly referring to Editorial Remarks on the Separate School Question in *The Globe* Newspaper, Doctor Ryerson proceeds as follows:

2. . . . In my correspondence with Bishop de Charbonnel and other Ecclesiastics, since 1852, in my Annual Reports for 1854, 1855, in which I discussed the Separate School provisions of the Law, both theoretically and practically, I have maintained throughout that those provisions were not only just, as compared with the Dissentient School provisions of the Law in Lower Canada, but all that could be granted to any Religious Persuasion in Upper Canada, consistently with the acknowledged constitutional principles of our System of general and local self-government. *The Globe* has approvingly published in its columns the whole of my correspondence, . . . but *The Globe* of this day, (not "compromises," but) reverses its former editorials on this subject and now says:

"The Roman Catholics are perfectly right in asserting that, while they are promised sectarian Schools, they are not permitted to have such machinery as would make them fully operative, and reasonably ask for an extension of the privileges, in order to give effect to the principle conceded in them."

This Statement of *The Globe* is an endorsation of all the charges which have been made against the equity and liberality of the Separate School provisions of our law, and involves, I deeply regret to say, (considering the source whence it emanates,) a heavier blow against the integrity of our School System than any, and all, that have been directed by Bishop de Charbonnel, the Reverend Mr. Bruyère and the Montreal *True Witness*. It is another lesson to the people that they must rely upon themselves alone to maintain the integrity of a School System, which is bound up with their own personal rights, liberties and interests. For, while the Separate School provisions of the Law cannot be abolished without taking away from Roman Catholics legal and corporate rights, which have been granted to them ever since the union of Upper and Lower Canada, (and which they have not yet forfeited by the abuse, or perversion of them,) further concessions cannot be made to the demands of certain

of their Ecclesiastics without violating the acknowledged constitutional and sacred rights of Municipalities and other classes of the Community.

3. You are pleased to designate me as "essentially a compromiser." Whether this is so, or not, I have not advocated any part of the School System as a compromise, but upon the ground of what had been granted by the Legislature in 1841 as a legal right, though not claimable upon constitutional grounds, and what I believed was best adopted to the circumstances of the Country, and would best promote its social peace and educational interests, and also best secure to each Protestant Parent the right of the Bible as the best Book of Religious Instruction for his child in the School,—a right which I have maintained without "compromise," and which I cannot now yield, whatever "compromise" *The Globe* may be disposed to make on the subject. But, apart from these facts, there can be no free Government, no civilization, without "compromise." In a Community where there is no "compromise," either one man's will is law for himself,—which is perfect anarchy. The Earl of Derby, the Leader of the great Conservative Party in England, remarked some time since, in one of his Speeches, "that Parliamentary Government itself is a Great System of Compromise." . . . In Scriptural truth and duty there can be no "compromise,"—for God's will is of infinite wisdom, supreme and unchangeable, and is our sole rule of faith and action; subordinate to that Divine Authority is every human system and pursuit, whether of Government, of Agriculture, of Commerce, of mental development, or mechanical application, which are but a series of expedients, adopted and named according to times, places and circumstances. . . .

4. For the liberty, and, sometimes the luxury, of thinking for myself, and writing what I thought, I have been willing to pay the tax of the successive censures and praises of all political parties, as my views happened to advance, or oppose, their party views and interests. . . . But I have, at least, not compromised my thoughts when I deemed it my duty to express them, to please, or appease, any body, whether in Church, or in State; and I leave it to those who will soon come after me, to decide whether I have done more to advance, or retard, the liberties and well-being of my native country.

EDUCATION OFFICE, TORONTO, May 11th, 1858. EGERTON RYERSON.

NOTE.—During 1860-1863 there was a good deal of discussion on Separate School matters in the Legislature, caused by the introduction into the House of Assembly in 1860 of the Draft of a Bill on Roman Catholic Separate Schools by the Honourable R. W. Scott. It failed, however, to pass in that year. He introduced it again in 1861.

Early in the year 1862 Doctor Ryerson sought to meet the reasonable objection which had been urged against the Taché Separate School Act of 1855 in that it contained no provision for the establishment of a Separate School in an Incorporated Village. He, therefore, prepared a Draft of Bill "To Restore Certain Rights to the Parties Therein Mentioned in Regard to Separate Schools." He accompanied this Draft of Bill with the following explanatory Memorandum. He said:—

"No new principle is introduced into this Draft of Bill, nor does it contain any provision (except those of the last Section) which was not embraced in the Common School Acts of 1850 and 1853."

Doctor Ryerson then proceeds to show why the wishes of moderate and reasonable Roman Catholics should be met, in removing anomalies and impracticable provisions in the Separate School Act. He said:—

I feel that I am not second to Mr. Scott himself in my desire to see every needless impediment removed to the easiest possible working of the Separate School Law.

Some months since I took the liberty to suggest to a Member of the Government, that, as this was the first Session of a new Parliament, and, as the Roman Catholics had shown as much loyal feeling and British enthusiasm as any other class of citizens, in the late apprehended collision between Great Britain and the United States, [in regard to the Mason and Slidell "*Trent* affair,"] the Government and Parliament could very appropriately and gracefully respond to such a spontaneous manifestation of national loyalty and patriotism, by removing all that is justly objectionable in the Roman Catholic Separate School Law; but the accomplishment of so just and legitimate an object is very different from perpetrating so great an act of injustice to Upper Canada . . . as the passing of Mr. Scott's Separate School Bill in its present form.

TORONTO, 29th of April, 1862. EGERTON RYERSON.

With a view to ascertain how far my Draft of Bill met the views of the authorities of the Roman Catholic Church, I arranged that Bishop Lynch should meet me on an appointed day at the Education Office, and there discuss the Draft of Bill. He did so, accompanied by the Very Reverend Angus Macdonell, Vicar-General, of Kingston, when we considered the whole question, and agreed in our views respecting it,—not involving the introduction of any new principle, but the restoration of rights and privileges which were actually enjoyed by Roman Catholics under the School Acts of 1850 and 1853, but which were taken away by the Taché Roman Catholic Separate School Act of 1855, prepared, though it was, by the Honourable L. H. Drummond, (a Lower Canada Member,) and under the auspices of certain Roman Catholic Bishops, but in ignorance of the working and effect of some of its provisions, arising from the nature of our Upper Canada Municipal Institutions.

EGERTON RYERSON.

In the Session of the Legislature in 1862, Mr. R. W. Scott moved the second reading of the Bill, which had been altered in many respects, as suggested by Doctor Ryerson. In this amended form it passed the Legislature in the following Session of 1863.

INCORPORATION OF THE SEPARATE SCHOOL LAW OF 1863 IN THE CONFEDERATION RESOLUTIONS OF 1865.

In February, 1865, the Government of the day submitted to the Legislature the Series of Resolutions in regard to the Confederation of the several British North American Provinces, which had been adopted at a Meeting of Delegates at Quebec in October, 1864. Among these Resolutions was the following:

The Local Legislatures shall have power to make laws respecting the following subject:—Education; saving the rights and privileges which the Protestant, or Roman Catholic, minority in both Canadas, may possess, as to their Denomination Schools, at the time when the Union of the Provinces goes into operation.

When these Resolutions came up for adoption by the House of Assembly, a prolonged discussion took place, not only on the policy of the Scheme of Confederation itself, but also on the expediency of adopting the specific Resolution relating to the incorporation into the proposed Confederation Scheme of the principle of the Separate and Dissentient Schools contained in the specific Resolution on the subject.

A good deal of discussion took place on the subject of giving to the supporters of Dissentient Schools in Lower Canada, and those of Separate Schools in Upper

Canada, equal rights and privileges which they had hitherto enjoyed. The general consensus of opinion in both Houses of the Legislature was that it was wise and expedient to incorporate in the Confederation Scheme the Resolution of approval of Separate and Dissentient Schools.

CONFEDERATION BRITISH NORTH AMERICA ACT RELATING TO EDUCATION, 1867.

Among the Resolutions adopted by the Canadian House of Assembly, on the 13th of March, 1865, was the following:—

43. *Resolved*, That the Local Legislature of each Province shall have power to make Laws respecting. . . .

6. Education; saving the rights and privileges which the Protestant, or Catholic, minority in both Canadas may possess, as to their Denominational Schools, at the time when the Union goes into effect.

It was upon this Resolution that the following provisions in the Imperial British North America Act, 30th and 31st Victoria, Chapter 3, Section 93, (1867,) were founded:—

93. In and for each Province, the Legislature may exclusively make laws in relation to Education, subject, and according to the following provisions:—

1. Nothing in any such Law shall prejudicially affect any right, or privilege, with respect to Denominational Schools, which any class of persons have by Law in the Province at the Union.

2. All the powers, privileges, and duties at the Union, by law conferred and imposed in Upper Canada, on the Separate Schools and School Trustees of the Queen's Roman Catholic Subjects, shall be, and the same are hereby, extended to the Dissentient Schools of the Queen's Protestant and Roman Catholic Subjects in Quebec.

3. Where in any Province a System of Separate, or Dissentient, Schools exists by Law at the Union, or is thereafter established by the Legislature of the Province, an appeal shall lie to the Governor-in-Council from any Act, or decision, of any Provincial Authority affecting any right, or privilege, of the Protestant, or Roman Catholic, minority of the Queen's Subjects, in relation to Education.

4. In case any such Provincial Law, as, from time to time, seems to the Governor-General-in-Council requisite for the due execution of the provision of this Section is not made, or, in case any decision of the Governor-General-in-Council, on any Appeal under this Section is not duly executed by the proper Provincial Authority in that behalf, then, and, in every such case, and as far only as the circumstances of each case require, the Parliament of Canada may make Remedial Laws for the due execution of the provisions of this Section, and of any decision of the Governor-General-in-Council, under this Section.

Legal Opinion on the Foregoing 93rd Section of the British North America Act.

The following is the joint opinion of Messieurs Stephen Richards, Adam Crooks and Edward Blake, on the legal effect of Provincial Legislation under the authority of the 93rd Section of the British North America Confederation Act of 1867, obtained in that year by *The Globe* Publishing Company of Toronto:—

The effect of the 93rd Section, taken by itself, is to confer upon the Provincial Legislature exclusively the power to make laws in relation to Education, subject to

certain restrictions, or provisions; but, at the same time, to authorize the Parliament of Canada, in certain cases, and only so far in those cases as the circumstances of each case require, to pass remedial Laws on the same subject. The restrictions, or provisions, to which the Provincial Legislatures are subject are as follows:—

1st. The first Sub-section provides that no Law of the Provincial Legislature shall prejudicially affect any right, or privilege, with respect to Denominational Schools, which any class of Persons has, by law in the Province, at the time of the Union.

2nd. The second Sub-section provides that all the powers, privileges and duties which, at the time of the Union, are by Law conferred and imposed in Upper Canada on the Separate Schools and School Trustees of Roman Catholic Schools, shall be, and they are, by this Sub-section, extended to the Dissentient Schools of Protestant and Roman Catholic Schools in the Province of Quebec. We think the Schools referred to are those established under the School Law of Lower Canada.

3rd. The first Sub-section, it will be seen, restrains the Local Legislature from prejudicially affecting any existing right, or privilege. The second Sub-section requires the extension of, and does extend to, Dissentient Schools in Lower Canada certain powers, privileges and duties, but there is no obligation to introduce a system of Separate, or Denominational, Schools into any Province where no such system now exists. If, however, the Legislature of such Province should hereafter establish a Separate, or Denominational, School System, then the right to the continuance of the System, is so far secured by the third Sub-section, that an appeal would lie under that Sub-section to the Governor-in-Council, from any Act, or decision, of any Provincial Authority affecting any right, or privilege, of the Protestant, or Roman Catholic, minority in relation to Education. The right to appeal, given by this Sub-section, applies also to Lower Canada and to any Province, where a System of Separate Schools prevails at the time of the Union. The effect of an appeal, under Sub-section three, is considered below.

The above embraces all the restrictions, or obligations, by this Section imposed on the Local Legislatures; and subject thereto, any Law which a Provincial Legislature may enact on the subject of Education will have effect, but the Parliament of Canada may, in the cases, to which the fourth Sub-section applies, but only to the extent authorized thereby, modify, or render inoperative, the local enactment.

4. Under the 4th Sub-section there are two cases, or classes of cases, on which the Parliament of Canada may pass certain Remedial Laws on the subject of Education:—

First,—Where such Law is not made by the Local Legislature as to the Governor-General-in-Council seems requisite for the execution of the provisions of this 93rd Section, the Parliament of Canada may, so far only as the circumstances of the case require, make Remedial Laws for the due execution of the provisions of the Section. The Governor-in-Council, we take it, should make known to Parliament, by Order-in-Council, Message, or other Official Act, what Law he considers necessary.

Second,—Where an Appeal is made to the Governor-in-Council under the 3rd Sub-section, and his decision thereupon is not duly executed by the proper Provincial Authority, the Parliament of Canada may, so far only as the circumstances of the case require, make Remedial Laws for the due execution of such decision.

It is only in the above cases, and to the extent mentioned, that the Parliament of Canada has authority to legislate under this Section, and, in each case, the preliminary action of the Governor-in-Council, referred to in the preceding paragraph, is necessary to give jurisdiction.

Among the "provisions" to be executed, contemplated in the first case, are those of the 2nd Sub-section; for, although that Sub-section seems at once to extend to the Province of Quebec all privileges, powers, and duties therein mentioned, yet legislation may be required to arrange the machinery and details for practically carrying out the provisions referred to.

Possibly cases may arise affecting the provisions of the 1st and 3rd Sub-sections, in which the Governor-in-Council might act without any Appeal being had to him.

The Appeal provided by the 3rd Sub-section is, from "any Act, or decision, of any Provincial Authority affecting any right, or privilege, of the Protestant, or Roman Catholic, minority, in relation to Education," in any Province in which a System of Separate, or Dissentient, Schools exists by Law at the time of the Union, or is thereafter established by the Legislature of the Province. This gives the right of appeal from any Act, or enactment, of the Local Legislature affecting the right, or privilege, mentioned. Also, from decisions affecting such right, or privilege, by the Department of Education, or any similar Authority having charge of the administration of the law on the subject of Education, on matters which a jurisdiction, or discretionary action, is by law given to such Department, or Authority, so that, in case the Legislature in a Province, where a system of Separate, or Dissentient, Schools is established, enacts a law affecting an existing privilege, of the Protestant, or Roman Catholic, minority, in relation to Education, an Appeal will lie to the Governor-in-Council; and, if his decision upon such Appeal is not executed, or carried out, by the Local Legislature passing the necessary Law for the purpose, the Parliament of Canada may make a Remedial Law necessary for the execution of such decision; but to warrant the Appeal referred to, there must be an existing right, or privilege, to be affected by the local enactment appealed from. So, also, in case of an Appeal from the decision of the Department of Education, or other similar Authority, if the decision of the Governor-in-Council is not duly executed by the Department, or other Authority referred to, the Parliament of Canada may pass the Law requisite for enforcing the decision.

But the decision to be appealed from must be one affecting an existing right, or privilege, of the minority. No new rights, or privileges, are to be acquired by means of an Appeal under the 3rd and 4th Sub-sections of the Confederation Act.

STEPHEN RICHARDS,
ADAM CROOKS.
EDWARD BLAKE.

TORONTO, March 9th, 1867.

We also incline to the opinion that an Appeal would lie to the Governor-in-Council from any decision of a Provincial Court affecting any existing right, or privilege, of a minority, and that the Governor-in-Council may declare it necessary to pass a Law providing the requisite machinery for the enforcement of his decisions, and that Parliament may, upon such declaration, and at the failure of the Local Legislature to act, pass such law.

ADAM CROOKS.
EDWARD BLAKE.

TEXT OF PRIVY COUNCIL DECISION IN THE "CHRISTIAN BROTHERS" CASE.

NOTE.—The following is the Text of the Judgment of the Lords of the Judicial Committee of the Privy Council on the Appeal of the Christian Brothers and others *versus* the Minister of Education for the Province of Ontario and another Appeal, from the Court of Appeal for Ontario; delivered on the 2nd November, 1906. It is, I believe, the first decision on the British North America Confederation Act of 1867:—

Present at the hearing (17th and 18th July, 1906): Lord MacNaughten, Lord Dunedin, Lord Atkinson, Sir Arthur Wilson, and Sir Alfred Wills.

Counsel: The Honourable N. A. Belcourt, K.C. (Ottawa), for the Christian Brothers; Mr. W. D. McPherson (Toronto), for the Minister of Education; Mr. G. F. Henderson (Ottawa), for the Bilingual Teachers' Association of Eastern Ontario.

Judgment delivered by Lord MacNaughten.

This is an appeal from the Court of Appeal for Ontario, upon a reference of the Lieutenant-Governor-in-Council, under the provisions of Chapter 84 of the Revised Statutes of Ontario, 1897.

The question submitted to the Court in substance was this: Are the Members of the two Religious and educational Communities, known as "the Christian Brothers of the Christian Schools" and "the Community General Hospital, Almshouse, and Seminary of Learning of the Sisters of Charity of Ottawa," commonly called "The Grey Nuns," who became Members of those Communities after the passing of the British North America Act, 1867, to be considered qualified Teachers for the purposes of the Separate Schools Act, and, therefore, eligible for employment as Teachers in the Roman Catholic Separate Schools within the Province of Ontario, when such Members have not received Certificates of Qualification to teach in the Public Schools of the Province?

The answer to this question depends upon the meaning and effect of the concluding words of Section 36 of the Ontario Separate Schools Act, Revised Statutes of Ontario, 1897, Chapter 294. This Section is in the following terms:

"The Teachers of a Separate School, under this Act, shall be subject to the same Examinations and receive their Certificates of Qualification in the same manner as Public School Teachers generally; but persons qualified by law as Teachers either in the Province of Ontario, or at the time of the passing of the British North America Act, 1867, in the Province of Quebec, shall be considered qualified Teachers for the purpose of this Act."

The Court of Appeal answered the question in the negative, holding that the concluding words of Section 36, of the Ontario Separate Schools Act served only to protect the rights of those persons who, as individuals, were at the date of the passing of the British North America Act, 1867, in the Province of Quebec, entitled to exemption from Examination.

Their Lordships agree in the conclusion at which the Court of Appeal arrived, and are satisfied to adopt the reasons on which that conclusion is founded.

Their Lordships, therefore, will humbly advise his Majesty that the judgment of the Court of Appeal shall be affirmed and the Appeal dismissed. There will be no costs of the Appeal.

1. Nothing in any such Law shall prejudicially affect any right, or privilege, with respect to Denominational Schools, which any class of persons have by Law in the Province at the Union.

2. All the powers, privileges, and duties at the Union, by law conferred and imposed in Upper Canada, on the Separate Schools and School Trustees of the Queen's Roman Catholic Subjects, shall be, and the same are hereby, extended to the Dissentient Schools of the Queen's Protestant, and Roman Catholic Subjects in Quebec.

3. Where, in any Province a System of Separate, or Dissentient, Schools exists by Law at the Union, or is thereafter established by the Legislature of the Province, an appeal shall lie to the Governor-in-Council from any Act, or decision, of any Provincial Authority affecting any right, or privilege, of the Protestant, or Roman Catholic, minority of the Queen's Subjects, in relation to Education.

4. In case any such Provincial Law, as, from time to time, seems to the Governor-General-in-Council requisite for the due execution of the provision of this Section is not made, or, in case any decision of the Governor-General-in-Council, on any Appeal under this Section is not duly executed by the proper Provincial Authority in that behalf, then, and, in every such case, and as far only as the circumstances of each case require, the Parliament of Canada may make Remedial Laws for the due execution of the provisions of this Section, and any decision of the Governor-General-in-Council, under this Section.

ROMAN CATHOLICS AND EDUCATION IN CANADA, THE UNITED STATES AND IN GREAT BRITAIN, ENGLAND, WALES AND SCOTLAND.

REPORT PREPARED AT THE REQUEST OF THE HONOURABLE SIR OLIVER MOWAT, BY J. GEORGE HODGINS.

In his Letter to the Minister of Education, dated the 3rd of July, 1896, Sir Oliver Mowat desired that the following information be obtained for him in regard to—

1. Attendance of Roman Catholic children at the National Schools in the United States.

2. Attendance of Roman Catholic children at the Public Schools of the Canadian Provinces, other than Ontario and Quebec.

3. Attendance at the Board Schools of Great Britain of Roman Catholic children.

4. Account of the views and action of Archbishop Ireland, as regards the National Schools in his own State of Minnesota.

5. Proceedings of Ecclesiastical Authorities in regard to these views and action of Archbishop Ireland.

6. Cardinal Satolli's Circular Letter to the American Archbishops on the settling of the School Question, and giving of Religious Education.

7. Facts as to the use of Father Canavan's "Easy Lessons in Christian Doctrine" in the National Schools of Pittsburgh, Pennsylvania, for the instruction of Roman Catholic Children, as well as Protestant; such use being with the approval of the Roman Catholic Bishop of Pittsburgh.

At the suggestion of the Minister of Education, Messieurs J. J. Tilley and William Houston were engaged to assist in the preparation of the information desired by Sir Oliver Mowat.

Communications were also addressed to various parties, with a view to obtain the additional information required.

I. ATTENDANCE OF ROMAN CATHOLIC CHILDREN AT THE COMMON SCHOOLS, AND ALSO AT THE PAROCHIAL SCHOOLS, OF THE UNITED STATES.

No record of the attendance of Roman Catholic Children at the Common Schools of the United States seems to have been kept, nor is it mentioned in any of the Reports of the United States Commissioner of Education at Washington, but an estimate of such attendance has been prepared for me by Mr. John J. Tilley. It is based upon the combined census and School Reports of the United States in 1890, and is as follows:—

Total population of the United States in 1890	62,622,259
Total School population of the United States, between the ages of five and twenty years	22,447,392
Total enrolment of pupils of these ages in the Common and Denominational Schools of the United States	14,373,670
Total estimate Roman Catholic population of the United States, from Returns furnished to the New York *Independent* Newspaper by the different Religious Denominations	7,501,439

Total estimated Roman Catholic School population between the ages of five and twenty years, based upon the ratio of the total School population to the total population of the United States	2,688,944
Estimate of Roman Catholic Children enrolled in the Schools, based upon the ratio of the total School population to the total population of the United States	1,707,505
Number of Roman Catholic Children enrolled in the Parochial Schools, as per United States Census of 1890	701,966
Balance of Roman Catholic Children, estimated as attending the Common Schools of the United States, being 58 4-5 per cent. of the whole	1,005,537

II. Attendance of Roman Catholic Students at Secondary Denominational Schools in the United States.

(From the Annual Report of the Commissioner of Education in the United States, 1892-3.)

	Schools.	Instructors.	Students.
North Atlantic Division	41	183	2,323
South Atlantic Division	19	77	1,142
South Central Division	25	95	1,100
North Central Division	55	225	3,057
Western Division	33	115	891
Total for the United States	173	698	8,513

Of the remaining Secondary Schools, under denominational control, 90 are Protestant Episcopal, 68 Presbyterian, 59 Baptist, 49 Methodist, 45 Congregational, 42 Friends, 28 Southern Methodists, 23 Lutheran, and 33 under the control of other religious denominations. Total, including the 173 Roman Catholic Secondary Schools, 610, attended by 41,018 Students. In addition there are 824 Private Secondary Schools, attended by 55,129 Students, making a grand total of 1,434 Private and Denominational Secondary Schools, attended by 96,147 Students. His table is instructive, as it shows the legitimate result of a system of denominational Elementary Schools, which are the natural feeders of these Secondary Schools.

III. Number of Pupils Attending Various Denominational or Parochial Elementary Schools, *i.e.*, "Schools Supported by Congregations Making Religious Instruction Prominent, Not Including Saturday or Sunday Schools."

(*From the United States Census of* 1890.)

Roman Catholic Pupils	701,966	Congregational Pupils	27,453
Lutheran Pupils	151,651	Protestant Episcopal Pupils	21,650
Methodist Pupils	58,546	All other Pupils	56,644
Presbyterian Pupils	37,965		
Baptist Pupils	29,869		1,085,744

IV. Attendance of Roman Catholic Children at the Public Schools of the Canadian Provinces, other than Ontario and Quebec.

Mr. Tilley, who examined the School Reports of the various Canadian Provinces designated, states that, in no case, is the attendance of Roman Catholic Children, as such, given in any one of these Reports.

It is impossible, as in the case of the United States Schools, to give the ratio of such attendance, as there is no basis of comparison (in the shape of Parochial, or Denominational, Schools) given, on which to make a comparison.

V. Attendance of Roman Catholic Children at the Board Schools in England and Wales, 1894-5.

The English Education Report for 1894-5 gives no particulars as to the attendance of Roman Catholic Children at the Board Schools; nor does it give the attendance of Children at the Denominational Schools. It gives, however, the designation, but not the number of these Schools.

The Report sets down the estimated population of England and Wales in 1894-5 as 30,060,763, also the following School statistics:—

Accommodation provided for		5,832,944
Number of Scholars on the Rolls		5,198,741
Average attendance of Pupils		4,225,834
Number of "Board" Day Schools	5,081	
Number of "Voluntary" Day Schools	14,628	
		19,709

The "Board" Schools are those under the direct control of the Education Department; the "Voluntary" Schools are those managed by the Church of England, Roman Catholics, Methodists, etcetera. No particulars in regard to the latter are given in the Reports.

Accommodation provided in "Board" Schools	2,199,111
Accommodation provided in "Voluntary" Schools	3,633,833
	5,832,944
Average attendance at the "Board" Schools	1,777,797
Average attendance at the "Voluntary" Schools	2,448,037
	4,225,834

VI. Attendance of Roman Catholic Children at the Schools in Scotland, 1894-5.

The Education Report for Scotland for the year 1894-5 gives a little more information than does the English Report for the same year, but it does not give the attendance of Roman Catholic Children at any of the Schools, even those of the Roman Catholics. The following particulars are given, however:—

Estimated population of Scotland in 1894-5	4,123,038
Accommodation provided for	737,797
Number of Pupils on the rolls	686,335
Average attendance of Pupils	567,442

Number of Schools.

Public Schools	2,700	Free Church Schools	15
Roman Catholic Schools	179	Undenominational Schools	107
Episcopal Church Schools	74		
Church of Scotland Schools	44	Total Schools	3,119

These English and Scotch Reports are constructed on such a plan that it is difficult to obtain any specific information from them in regard to the actual details of the condition, management and working of these Schools. They are chiefly a mass of financial statements and comparisons of yearly expenditure.

VII. Account of the Views and Action of Archbishop Ireland, as Regards the National Schools in his own State of Minnesota.

Having been requested by the American National Educational Association which met at St. Paul, Minnesota, in 1890, to deliver an Address, the Archbishop consented to do so. His subject was, "State Schools and Parish Schools—is union between them impossible?" In the course of his admirable remarks, the Archbishop said:

I am the friend and the advocate of the State School. In the circumstances of the present time I uphold the Parish School. I sincerely wish that the need of it did not exist. I would have all Schools for the children of the people State Schools. . . The right of the State School to exist, I consider, is a matter beyond the stage of discussion. I fully concede it. To the child must be imparted instruction in no mean degree. The imparting of this instruction is primarily the function of the child's Parent. The Family is prior to the State. . . The State intervenes whenever the Family cannot, or will not, do the work that is needed. The State's place in the function of instruction is *loco parentis*. As things are, tens of thousands of children will not be instructed if Parents remain solely in charge of this duty. The State must come forward as an agent of instruction; else ignorance will prevail. Indeed, in the absence of State action, there never was that universal instruction which we have so nearly attained, and which we deem necessary. In the absence of State action, I believe universal instruction would never, in any Country, have been possible.

State action in favor of instruction implies Free Schools. . . In no other manner can we bring instruction within the reach of all children. . . Blest indeed is the nation whose Vales and Hillsides they adorn, and blest are the generations upon whose souls are poured their treasure. . .

I unreservedly favour State Laws making instruction compulsory. . . Compulsory Education implies attendance in Schools maintained and controlled by the State only when there is no attendance in other Schools known to be competent to impart instruction in the required degree.

It were idle for me to praise the work of the State School of America in the imparting of secular instruction. . . It is our pride and glory. The Republic of the United States has solemnly affirmed its resolve that, within its borders, no clouds of ignorance shall settle upon the minds of the children of its people. To reach this result its generosity knows no limit. The Free School of America, withered be the hand raised in sign of its destruction. . .

I turn to the Parish School. It exists. . . Lutherans exhibit great zeal in favour of Parish Schools. Many Episcopalians and some in different Protestant denominations, commend and organize Parish Schools. The different denominational Colleges of the Country are practically Parish Schools for the children of the richer classes. The spirit of the Parish Schools, if not the School itself, is widespread among American Protestants. . . The State Schools are non-religious. . . There is, and there can be, no positive religious instruction where the principle of non-sectarianism rules. What follows? The School deals with immature childish minds, upon which silent facts and examples make deepest impression. . . It treats of land and sea, but not of Heaven. It speaks of Statesmen and Warriors, but is silent on God and Christ. It tells how to attain success in this World, but says nothing as to the World beyond the grave. The pupil sees and listens; the conclusion is inevitable, that Religion is of minor importance. . . The brief and hurried lessons of the family fireside and the Sunday School will not avail. . . The great mass of children receive no fireside lessons, and attend no Sunday School. . . Away with theories and dreams; let us read the facts. . .

The American people are naturally reverent and religious. Their laws and public observances breathe forth the perfume of Religion. The American School, as

it first reared its log walls amid the Villages of New England, was religious through and through. . . . I solve the difficulty by submitting it to the calm judgment of the Country.

I would permeate the regular State School with the Religion of the majority of the children of the land, be it Protestant as Protestantism can be; and I would, as they do in England, pay for the secular instruction given in denominational Schools, according to results; that is, each Pupil passing the Examination before State Officials, and in full accordance with the State Programme, would secure to his School the cost of the tuition of a Pupil in the State School.

Another plan:

I would do as Protestants and Catholics in Poughkeepsie and other places in our Country have agreed to do, to the greatest satisfaction of all citizens and the great advancement of educational interests. . .

The Poughkeepsie Plan will be explained further on. Do not tell me of the difficulties of detail in working out either of my schemes. Other schemes more perfect in conception and easier of application will, perhaps, be presented in time; meanwhile let us do as best we know.

VIII. Proceedings of Ecclesiastical Authorities in Regard to these Views of Archbishop Ireland.

Having written to Archbishop Ireland, at St. Paul, as to the first of the schemes, to which he refers in the foregoing Address, he replied as follows:—

St. Paul, August 10th, 1896.

Dear Sir,—I should gladly comply with your request for information in regard to the so-called Faribault Plan, were it not . . . that I did not wish my name quoted on one side, or the other, (in the Manitoba controversy).

I can only say in a very general way that the Faribault Plan is nothing else than the "Irish School Plan," which has been in working order through Ireland for the last fifty years. It was first applied in this Country in Poughkeepsie, N.Y. The Catholic Pastor of which place, Reverend James Nilan, will, I am sure, give you full details of the matter.

Respectfully, John Ireland.

Mr. J. G. Hodgins, Toronto.

Having written to the Reverend James Nilan for information in regard to the Poughkeepsie Plan, to which the Archbishop referred, he replied as follows:—

St. Peter's Church, Poughkeepsie, N.Y., August 15th, 1896.

Dear Sir,—In reply to your inquiry concerning our Schools, it gives me pleasure to state briefly the facts from the beginning.

In 1873 our Church owned two Buildings, in which were carried on Parochial Schools for Boys and Girls. My predecessor, Reverend Doctor McSweeny, after some negotiation, leased the Buildings to the Board of Education of this City for a nominal sum, one dollar a year. The Board took charge, and opened them as Public Schools to be in all respects under their control during the legal School hours; outside of that time, we use them for Religious Instruction, and on Sundays for Sunday School.

Sisters of Charity and lay Catholic Teachers were continued in the employment of the Board, subject to its Rules and Regulations. It was found that Catholic Teachers were fitted to do the work of these Schools better than others, as most of the Pupils were of that Religious belief. The whole expenses of the School are born by the Board of Education.

Before and after School hours, we have the privilege, or right, to teach Catechism, etcetera. Also from one o'clock to half-past one, the Priest, my Assistant, or myself, go three times each week to explain Christian Doctrine to the children assembled together for that purpose. The Teachers, in their several Classes, teach the Catechism

at the same half hour, on the other days. For this special work the Church pays these Teachers.

This is the Plan which has given such satisfaction for twenty-three years to the whole community. All the Catholic School children of the City may come to these Schools. Actually we had last year six hundred. The few Protestants among them need not be present, of course, at Religious Instruction. There are fourteen Teachers employed, four Sisters of Charity, and ten young ladies who have Teachers' Certificates qualifying them as Teachers. This, I think, is all that can be said of our Poughkeepsie Plan. It has worked admirably without sectarial, religious, or national prejudice, and serves to harmonize the claims, interests and rights of various members of the community.

During the nineteen years of my pastorship, as also during the four years of my predecessors, I have not had the slightest reason to complain of the action of the Board of Education, who are equally divided, Democrats and Republicans. The question is kept out of politics by mutual agreement. The members of the Board have been, and are, all Protestants of various denominations. They are convinced that the best welfare of the community is served by this method of education.

There seems to be no concession of principle on either side, but a just conservation of rightful claims, all tending to the peace and tranquility of the community.

When Catholics ask what is practically unattainable, they excite a form of hostility, which infringes on undeniable rights. We are not living in a theoretical, or ideal, world, but in one where right and wrong are often confused by partisan views and prejudice. There is need of, as well as place for, conciliation in the treatment of such questions as you have now fermenting in Manitoba. Last year I sent an account of our Schools to a gentleman there, inquiring, like yourself, about our Plan. I trust that the wisdom dominant in this little Town may serve as an example of Christian fraternity in larger places.

Anything else that I may be able to add will be cheerfully given.

With much respect, yours very truly.

J. Nilan, *Pastor.*

Mr. J. George Hodgins, Toronto.

Cardinal Satolli's Letter "On the Settling of the School Question and the Giving of Religious Education."

This Letter is in the form of a Circular addressed by Cardinal Satolli "to the Archbishops assembled in New York" in November, 1892. It contains a series of authoritative statements, or decisions, of the Plenary Council of Baltimore, elaborated and commented upon, *ex-cathedra*, by Cardinal Satolli. . . .

Other General Information on This Question.

In order to obtain the fullest detailed information on this subject, I addressed a Letter to the Honourable W. T. Harris, LL.D., United States Commissioner of Education at Washington, asking him to give me such information as was in his power to send me. In his reply he sent me the following Memorandum on the subject:—

Memorandum for Doctor J. George Hodgins, Toronto.

The Census Report on Education (1890) shows the Parochial Schools in the United States. This office finds the present conditions to be nearly the same, except for an enlargement of about twenty-five per cent. . . The general facts have not greatly changed since that Report was published, except that it be in a distinct tendency to the complete secularization of the Schools.

Washington, D.C., August 19th, 1896. W. T. Harris.

SCHOOL HOUSE ARCHITECTURE AND IMPROVED SCHOOL HOUSE ACCOMMODATION.

For some time after the appointment of the Reverend Doctor Ryerson as Chief Superintendent of Education, he found that School Trustees had great difficulty to obtain Plans of School Houses of such size and dimensions as would enable them, with their often limited means, to erect a School suited to their School Section, and they were often, therefore, content with small Log or Frame School Houses of one Room.

The School Houses in these early days were like the Dwelling Houses, and were built with round logs, saddled, or dove-tailed, at the corners, (the doors and windows were sawn out after erection), roofed in with oak clap-boards, laid upon long poles. In some instances, the clap-boards were not nailed, but held down with other poles. In some of the School Houses the logs were hewn on the inside of the building, very rarely on both sides; usually the interstices between the logs, especially when round, were "chinked" with moss, short pieces of wood split to fill the spaces, and the whole of the outside spaces plastered over with clay; but, if it were possible to obtain a little lime, then, instead of using clay, it was "pointed" with lime. The floors were generally laid on substantial sleepers when building and furnishing such Houses. Overhead for a ceiling, boards were placed across substantial beams in view. There was generally an open fire place; the back wall was made of well beaten clay, substantial and thick; the Chimney was made of sticks covered with clay, and plastered with the same outside as well as inside. At that time bricks could scarcely be obtained, and the stones were boulders, and those, in some places, not easily obtained. The pupils' desks were a sloping shelf placed around the sides of the Room, the seats were Benches without any backs, and cut in lengths to suit the dimensions of the Room. Some of these Seats were made of slabs, with "two inch" augur holes to receive the legs. The Teacher generally had a Table and Chair, the Chair with a woven bass-wood bark bottom. The School Yard and Play Ground were generally the public road, not much used, with the inevitable logs and chips in the front. There was usually a splint Broom made out of hickory, which did good service, either to sweep or scrub. Wooden pails and tin dippers of various kinds were in use. An earnest effort was made to remedy this state of things. A number of pamphlets, containing Plans of School Houses, were obtained from the Massachusetts State Board of Education, for distribution to School Trustees. An extensive series of wood cuts of School House plans was procured from Mr. H. C. Hickok, Deputy Superintendent of Education in the State of Pennsylvania, and from Doctor Henry Barnard, of Hartford, Connecticut, who was afterwards the first United States Commissioner of Education at Washington. These illustrations were published in successive numbers of the *Journal of Education for Upper Canada*. In 1858, these, and a number of other illustrations of School Houses and apparatus, gymnastics, etcetera, were printed in book form, under the following title: "The School House; its Architecture; External and Internal Arrangements; with additional papers on Gymnastics, the use of Apparatus; School Discipline; Method of Teaching, etcetera; together with Selections for Public Recitations in Schools. Edited, by authority of the Chief Superintendent of Education for Upper Canada, by J. George Hodgins, M.A., Deputy Superintendent, Toronto, 1857-58." This book con-

tained nearly two hundred illustrations of School House Architecture, Gymnastic Apparatus, etcetera, and extended to 212 pages.

With a view to promote an improved style of School House accommodation and Architecture, a grant was made by the Legislature in the early sixties to enable the Education Department to obtain Plans of School Houses for general adoption by School Trustees, in the erection of School Houses in their respective Sections. These Plans were also published in the Upper Canada *Journal of Education* in 1867, and in successive years, as new and improved Plans were obtained.

In order to awaken a special interest in the subject, the Chief Superintendent of Education was enabled, with the consent of the Government, to offer Special Prizes for the best class of School House Plans. With that object, he issued the following notice:—

PRIZES FOR RURAL SCHOOL HOUSE PLANS.

With a view to improve the School accommodation in the various rural School sections, and to act as an incentive, as well as to aid Trustees in the matter, the Department of Public Instruction will pay to any Inspector, Trustee or Teacher, the following prizes for ground plans of School Houses, and for block plans of School sites which may be found best adapted to rural School sections, videlicet:—

I. *For the best Ground Plan of a rural School House* (on the scale of eight feet to an inch).—1. For the best first floor (ground) plan of a rural School House, with porch, cap and cloak room, map and book presses, teacher's accommodation, etcetera, capable of accommodating 60 to 75 children, $15; 2. Ditto, with at least two rooms, 100 to 125 ditto, $20; 3. Ditto, with at least three rooms, 150 to 175 ditto, $25.

II. *For the best Block Plan of a School Site* (on the scale of forty feet to an inch).—1. For the best block plan of a School site, of an acre in extent. Position of School House, wood shed, privies, well, fence, playground for boys and for girls, shade trees, etcetera, to be marked on the plan, $20; 2. Ditto, of half an acre, $15.

The plans to be neatly prepared in ink and to be accompanied by full written explanations. They are to be marked by some word or motto, the key to which is to be enclosed in an envelope, which will be opened after the prizes shall have been awarded.

Plans, etcetera, to be addressed to the Rev. Dr. Ryerson, Chief Superintendent of Education, not later than the 15th of November next.

The prize plans will be the property of the Department, and will be required for publication in the *Journal of Education*.

Thirty persons competed for these Prizes for the best interior Plans of School Houses, of various dimensions, and for the best Block Plans, on acre and half acre School Sites.

Of these thirty Plans, four were of superior merit, in various features, nine were of varying excellence, while seventeen either did not come up to the standard required, or had other palpable defects in them.

In the Department of School Architecture there has been decided progress since the Centennial Exposition at Philadelphia in 1876. And yet the evidence of that progress and the examples of it were neither so numerous nor so satisfactory as members of the educational jury would have desired. Indeed, there was no formal presentation of the subject except in one special instance. All others were incidental and incomplete.

The United States Bureau of Education was the only exhibitor which gave the jury any examples of School Architecture of sufficient variety and extent to enable them to subject these examples to any scientific or professional test of ex-

cellence or superiority. It is but justice to other exhibitors to say that in the matter of School House Architecture there were abundant examples of beautiful and even palatial School Buildings in the several State and other exhibits.

The examples of School House Architecture exhibited by the United States Bureau of Education were of great practical value. One series illustrated the progressive stages of intelligence and enterprize, as well as financial ability, in the construction of these "colleges of the people." The rudimentary Log House of the early settler was there in *propriâ personæ,* or actual model. So also was the more ambitious, and yet incomplete frame School House, stereotyped somewhat on the old and uncomfortable model of the Log prototype, so far at least as seating, heating and ventilation were concerned. There was also exhibited a model of the higher class of Schools in brick or stone. These were of special interest, as illustrative of the progressive steps, or stages, in the Department of School Architecture, even in our own times.

The models, however, exhibited by the Bureau of the Interior in fitting, heating and ventilation of School Houses, were of special interest and value. They illustrated two things: *First,* what had been considered and provided for by the Architect; and, *Secondly,* what he had no doubt considered and yet had not practically provided for. While they provided for heating and ventilation in *winter*—these two essentially being combined in one scheme—yet the models disclosed to the jury no plan by which ventilation alone was provided for during the summer months.

In the French Exhibit there were some admirable illustrations of the character and variety of direct and cross lights in School Rooms. The publication of these illustrations would be of great practical value. They would demonstrate to school authorities, and even to architects of School Houses, the supreme importance of providing for the admission into the School Room of light from the north or east, or from one side only where practicable.

While the jury were glad to notice that the growing educational opinion and experience of the present day are in favour of School Houses of but one storey only, and not exceeding two storeys, yet, as a matter of fact, they found that the vast majority of the photographs of the School Houses exhibited were from three to four storeys high. This fact is greatly to be deprecated, not only on fundamental grounds in case of fire, or panic, but for reasons which commend themselves (especially where female students are concerned) to medical men.

Preparation of Plans of School Houses.

In the Act respecting the Education Department, passed in 1901, it is enacted:—

5. The Education Department shall have power (*a*) to call for competitive Plans of School Buildings, with all modern improvements, suitable for Schools of from one to four Teachers, and to appoint a Board of not more than three Architects to examine such Plans and to report with respect to the same to the Minister of Education. . . .

The Education Department has issued the following Regulations on

School House Accommodations, and Fittings, 1907.

(1) *School Grounds.*—The School Site shall not be less than one acre in area, unless, owing to the smallness of the attendance or to other local conditions, the School Inspector finds a smaller area permissible, but, in that case, the area shall not be less than half an acre. It shall be accessible by good Highways and not exposed to dis-

turbing noises, or noxious odors; also at a safe distance (not less than 100 yards) from stagnant water. The School Grounds shall be properly levelled and drained and provided with suitable Walks. For the highest grading the Grounds shall be ample for School Games and for an ornamental plot in front. They should also be set out with Trees and ornamental Shrubs, and enclosed by a neat and substantial Fence, or Hedge, with suitable Gates. Unless so protected, the School Grounds shall not be rated of the highest grade. In order to ensure good drainage and water supply, the soil should, if practicable, be sandy, or gravelly, not clayey, or peaty. No Trees shall be placed so close to the School Building as to check the free passage of air and light.

(2) *Closets.*—The Closets for the sexes shall be under separate Roofs and placed at least 50 feet from the Well and at least 25 feet from the rear of the School Building (unless where flushed by an adequate water system), to prevent pollution of the Well or of the air of the Class-rooms. Each Closet-room shall contain a sufficient number of compartments properly lighted and ventilated. The Closets shall be lined with glazed brick or similar material; or of Wood, painted a suitable color and sanded, with Doors of cement, brick, or hardwood, placed at least a foot above the ground. Urinals lined with zinc, or galvanized iron, or of slate, or smooth cement should be provided for the boys (3 ft. urinal space for each Closet Seat). For the highest grading there shall be locked compartments for the Teachers. Suitable Walks shall be laid from the doors of the School building to the Closets, so that the Closets shall be accessible with comfort at all seasons of the year; and provision shall be made for keeping the Walks free from snow in winter. At the discretion of the Inspector, a high close board Fence or a Hedge or a Wall shall be provided between the Boys' and the Girls' side, from the Closets towards the rear of the Lot and towards the School Building; and the Closets shall be placed at least ten feet distant from each other. The entrance to the Closets shall be properly screened at least in front (spruce Trees preferred), and the principal shall see that the doors are securely fastened after School hours and are opened before School hours.* The Closets shall be cleansed and disinfected monthly if possible, and the Urinals shall receive daily attention. Dry earth Closets, or Closets with Draw-boxes are to be preferred. Road dust will suit as a deodorizer.

(3) *Water Supply.*—The Water Supply shall be pure and adequate. There should be on the premises a Well (artesian if at all practicable) of good drinking water, with a neat Pump and Platform, properly protected against pollution from surface drainage, or any other source. Graniteware Pails with covers, or, for the highest grading, earthenware, or graniteware, water-tanks with Covers, and Drinking Cups of glass, or good enamelled ware, shall be provided and kept scrupulously clean. Where there is no Well, other provision, satisfactory to the Inspector, shall be made for an adequate supply of good water.

(4) *School Building.*—The grading of the School Building shall depend upon the character of its Site and of its construction. It should be well constructed of Brick, Stone, or Cement, with brick partitions. The Building should have a southern, or south-eastern, exposure, and shall be at least thirty feet from the public Highway. Its architectural appearance shall also be considered. The entrance shall have a Vestibule, or covered Porch, with doors swinging outwards, or either way. In Schools with more than one Teacher there shall be separate entrances and separate means of egress to the Closets. A School Bell, and, in Schools with more than one storey, a Fire Alarm Gong shall be provided. Every School should have, as a Recreation Room, a Basement, at least seven feet high in the clear; and having a pine, hardwood, or (preferably) cement floor.

* The Woodshed may be placed at some distance from the School House, or immediately in rear thereof, with, or without, doors opening into the School Room. The doors should be placed one at each end of the School Wall. With a partition down the centre of the Woodshed, a covered passage may be provided to the Water Closets at the rear. To prevent the possibility of the air of the School Room being polluted, the Closets may be placed about ten feet in rear of the Woodshed. If, however, the closets are placed close to the Woodshed, the greatest care must be taken to have them regularly cleaned and disinfected and thoroughly ventilated.

(5) *Class Rooms.*—The Class Rooms shall be oblong; the length being greater than the breadth, to allow the Pupils' Seats to be arranged in a square, leaving a clear space with the Teacher's Desk in front; and the height being about 13 feet. The Class Rooms shall also seat comfortably all the Pupils. A superficial floor area of at least 16 square feet, and a cubic air space of not less than 250 feet, shall be allowed for each Pupil, the provision being based on the highest attendance. Hardwood is preferable for the floors and stairways. If calcimined, or papered, the Walls shall be kept free from dust. If painted, they shall be washed down and repainted also when needed.

In one-teacher Schools with Halls, Cap-rooms, etcetera, and in large Schools, Transoms, hinged at the bottom, shall be placed over the Class-room doors. The doors shall swing outwards, or either way. At least one waste paper basket shall be provided for each Room, and the floors shall be kept in good order. A Closet, or a Cabinet shall be provided for utensils used in School work; also a suitable Bookcase, and Shelving for lunch Baskets or lunch Pails. In order to cultivate the Pupils' taste by suitable surroundings, the Class-rooms should be decorated, as soon as practicable, with good Pictures and other suitable ornaments. Durable scrapers and mats shall be placed at the outside doors. In localities where flies are troublesome wire screens should be provided for the doors and windows. (See papers on School Room Decoration.)

(6) *Teachers' Private Rooms.*—There should be a Room for the private use of the Teacher or the Staff, of suitable size and comfortably furnished. In Schools with more than one Teacher, to be erected hereafter, private Rooms should always be provided.

(7) *Halls.*—The Entrances, Vestibules, and Halls shall be roomy and well lighted, and, where there are more entrances than one, they shall be so placed as to admit of separate entrances for the sexes to the Cap and Class Rooms. For the highest grading, in buildings of two storeys, there shall be separate Stairways for the sexes, easy of access and well guarded. In the Hall, also, suitable colour schemes and decorations shall be provided.

(8) *Cap Rooms.*—For the highest grading, and in all Schools with more than one Teacher, to be erected hereafter, separate Cap-rooms shall be provided for the sexes. The Cap-rooms, properly heated and ventilated, shall be convenient to the Class-rooms, and should be provided with Wash Basins and Towels and with all the necessary appliances for storing umbrellas and for hanging caps or cloaks. Where there are no Cap-rooms, or Halls, there shall be a supply in the Class-rooms of hooks (one for each pupil) for caps, cloaks, etcetera. Curtains should be strung on rods, or wires, to conceal such clothing, and there should be a clear space of about a foot between the curtain and the clothing.

(9) *Desks.*—Every School-house shall be seated with either double or single Desks having noiseless joints, such single Desks being preferable and being necessary for the highest grading.* The Pupils' Desks shall be fastened to the floor in rows facing the Teacher's Desk, with suitable aisles between the rows and with passages at least three feet wide between the outside rows and the walls of the School Room. The Desks and Seats shall be graded in size to suit the age of the Pupils, those of the same size being placed in the same row. In each School Room the outer row on each side should consist of adjustable Seats and Desks, to be adapted to Pupils below, or above, the average size to be seated. The Pupil, when seated, must be able to place his feet fully and easily on the floor. The number of the Desks shall be adequate for the number of Pupils on the roll.

There shall be a suitable Desk and Chair in each Class-room for the use of the Teacher, and at least two additional Chairs. The Teacher's Desk shall be provided with drawers, or compartments, having lock and key. There should be a Table of suitable size (about 2½ feet by 10 feet), around which the younger Pupils may assemble

* For sanitary reasons and to secure independent work by each pupil, single desks are greatly to be preferred.

to do part of their work. Where Chemistry, or Physics, is taken up in a higher Class, a suitable Table shall be provided for the experiments; and, in such Schools, this provision shall be necessary for the highest grading. A sloping stand for the gazetteer and the large Dictionary shall also be provided; or a shelf under the window nearest the Teacher's Desk, about 2 feet long by 14 inches broad, fastened to the wall and with a bracket below to sustain it. A suitable Desk may be substituted for the shelf.

(10) *Blackboards.*—There shall be a Blackboard of good quality, about four feet wide, extending across the room in the rear of the Teacher's Desk, with its lower edge not more than two and one-half feet above the floor, or platform; and there shall be additional Blackboard provision on each of the other available sides of the Room. Slate is greatly to be preferred to plaster, or wood, or hyloplate. There shall be an adequate supply of Blackboard Brushes and Crayons. At the lower edge of each Blackboard there shall be a Trough, about five inches wide, for holding Crayons and Brushes. The Troughs and Brushes shall be regularly cleaned, a damp cloth, or eraser, being used for the Troughs. The cloth, or eraser, when dry, should be cleaned outside of the School Room. Each Blackboard Trough should have an open woven wire cover on hinges. Every possible precaution should be taken against dust in the School Room. Where there is a Platform it should be from five to six inches high and should extend across the Room where practicable.

(11) *Lighting.*—For the highest grading* the Class Rooms shall be lighted only from the left of the Pupils, the lower edges of the windows being above the heads of the Pupils when seated (from 4 to 4½ feet from floor). Where there are supplementary windows in the rear the blinds shall be kept down, except on dull days. To admit of an adequate diffusion of light throughout the whole Class Room, the windows shall be numerous (area, one-sixth of the floor space, where the exposure is good; otherwise a greater area), and of clear (not ground, or painted,) glass; narrow, with two or four panes each; and running as close to the ceiling, as close together, and as far to the rear of the Class Rooms, as practicable. To prevent reflection from the Blackboard, the windows should begin about six feet from the front wall of the Class Room. The windows shall also be provided with blinds of suitable colour (light green, or grey, or greenish grey). The blinds on the left of the Pupils should be semitransparent; other blinds, opaque. On dull days, windows that have already been provided on the right may be made serviceable; but, if the light from the left is adequate, their blinds should be kept down at other times. The blinds shall be provided with cords so as to be readily adjustable to any required height.

(12) *Heating.*—The temperature of the Class Rooms, Halls, Cap-rooms, and Teachers' private Rooms shall be, as nearly as practicable, 67 degrees. A Thermometer shall be provided for each Class Room. For first-class grading, steam Radiators, or hot air furnaces, or jacketed Stoves acting with equal efficacy, are necessary. Where Stoves are used, they shall be so placed as to prevent discomfort to any Pupil; shall be protected by a jacket of tin, zinc, or galvanized iron; and shall be provided with a strong iron poker and shovel, and an iron pail for ashes. The stove-pipes and the chimneys shall be kept free from soot and dust. Both Stoves and stove-pipes shall be polished at least three times a year.

(13) *Ventilation.*—Provision shall be made for an adequate supply of pure Air at all times. The foul Air shall be removed and the pure Air supplied so that there shall be a complete change at least three times an hour. The windows of every School building shall be adjusted by weights and pulleys; and, when the outside temperature permits it, they will provide the necessary change of Air. At recess they may also

* Light from above is best; but light from the left is the best available, for it throws any shadow off the Pupil's book, etcetera. When, as directed above, the windows are run up to about half a foot from the ceiling, a good deal of the light on the left comes from above. To secure as much of this light as possible the tops of the windows should be square rather than curved. Light from the rear is objectionable, because it is in the Teacher's eyes. Cross lights are injurious. Where there are already windows in front of the Pupils, it is indispensable that they be closed up; such lighting is most injurious to the eyes.

be raised from below and lowered from above, according to the outside temperature. In cold weather, the necessary constant Ventilation cannot be secured by the windows. Where there is a Stove, the pure Air shall be admitted directly from the outside through sufficient ducts running under the floor and opening below the Stove. This pure Air supply shall be under control by slides to open or close the ducts. Where steam heating or a hot air Furnace is used, the pure Air shall be admitted directly from the outside, at a height of about four feet from the ground, to the base of the Furnace. In the air space of each Furnace or within the jacket of each Stove there shall be a pan filled daily with water, so as to furnish the warmed air with the necessary moisture. Air shall not be taken from the School Room or from the basement to supply the Furnace, except in the morning before School, after which this source of supply *must* be shut off.

In cold weather, the foul Air shall be taken away from near the floor and out through ventilating ducts in the chimney, which ducts should be somewhat larger in area than the incurrent pure air ducts. In Buildings where Ventilating Ducts have not been provided in the chimneys, two tin, zinc, or galvanized iron pipes of sufficient size to allow air to be changed three times an hour (the ducts being about nine inches by twelve inches) should extend on opposite sides from near the floor, connecting below with the class room and running up through the ceiling beside the chimney, and so placed as to be well heated. When the pipe cannot be so placed, pipes of large diameter (a foot) with revolving cowls on the top of each will prove effective. Openings, with regulating slides, should also be provided in these ducts near the ceiling for use only in warm weather or when the room is overheated. When needed, a cowl should be placed so as to cover properly the chimney and the excurrent foul air ducts. In new buildings a double flue chimney shall be built, the ventilating flue opening into the School Room.

Where storm sashes are used on the outside, they shall contain sliding panels, or shall be hinged at the top, to allow of the ingress of pure air; or they may be placed on the inside and also hinged at the top. It answers equally well to have double panes of glass about one-half inch apart in the same sash.

The Common School Room should be planned and fitted to realize, as nearly as may be, the combined advantages of isolation and of superintendence, without destroying its use for such purposes as may require a large apartment. The best shape is an oblong. Groups of Benches and Desks should be arranged along one of the walls. Each group should be divided from the adjacent group, or groups, by an alley in which a light curtain can be drawn forward or back. Each Class when seated in a group of Desks can thus be isolated on its sides from the rest of the School, its Teacher standing in front of it, where the vacant floor allows him to place his Easel for the suspension of Diagrams and the use of the Black-board, or to draw out the children occasionally from their Desks and to instruct them standing, for the sake of relief by change of position. The Seats at the Desks and the vacant floor in front of each group are both needed, and should therefore be allowed for in calculating the space requisite for each Class.

The Doors in School Rooms for children must be so placed as to allow the whole of one side of the School Room being left free for the groups of Benches and Desks.

There must be no opening wider than an ordinary doorway between an Infants' and any other School Room, as it is necessary to stop the sound of the infant teaching.

An Infant School should always be in the ground floor, and if exceeding 80 children in number, should have two galleries of unequal size, and a small group of Benches and Desks for the occasional use of the elder Infants. No Infant Gallery should hold more than 80 or 90 Infants.

The width of a Boys', or Girls', School Room should not exceed twenty feet. The width of an Infant School Room need not be so restricted.

The Class Rooms should never be passage-rooms from one part of the Building to another, nor from the School Rooms to the Play-ground, or Yard.

The Class Rooms should be on the same level as the School Room.

The Class Rooms should be fitted up with a Gallery placed at right angles with the Window. . . .

Infants should never be taught in the same Room with older children, as the noise and the training of the Infants disturbs and injuriously affect the discipline and instruction of the older children. . . .

The Doors and Passages from the School Room to the outside Privies must be separate for the two sexes. So must also be the Privies themselves. If they cannot be constructed entirely apart from each other, there should be between them a dust-bin, or other sufficient obstacle to sound as well as sight.

NOTE.—On application by Rural School Boards, the Forestry Department of the Agricultural College, Guelph, will, in the Spring of the year, supply the following seedlings for planting in their School Grounds: *Evergreens*: Norway Spruce, White Pine, Scotch Pine, and White Cedar; *Deciduous*: White Ash, Black Locust, Manitoba Maple, Catalpa and Tulip-tree or White Wood. Flower seeds will also be supplied.

For general use and pleasure, no School garden is half so satisfactory as when it has the old-fashioned flowers, such as nasturtiums, sweet peas, mignonette, candytuft, China asters, which will keep the garden pretty and the School House supplied all through the summer with only a little care.

UNION JACK FLAGS FOR THE SCHOOLS.

At the recent Session of the Legislature, the sum of $5,000 was voted as a first Grant towards providing with the Union Jack every rural School House in Ontario. One Flag will be supplied to each rural School Board on application to the Education Department. The Board, however, is expected to supply the Flag-pole either in the School Yard, or over the School House.

Except when flown on public holidays, or on other occasions by direction of the School Board, the flag shall be displayed on the wall of the School-room, or when there are more than one School-room, on the wall of that one in which all the Pupils assemble; and, as occasion may offer, its history and significance shall be suitably explained to the Pupils by the Teacher.

OTHER REGULATIONS CONCERNING SCHOOL HOUSE ACCOMMODATIONS.

1. The Trustees shall appoint one of themselves or some other suitable Person to keep the School House and Premises and all Fences, Water-Closets, Outhouses, Walks, Windows, Desks, Maps, Blackboards, and Stoves in proper condition. It shall be the duty of the Teacher to inspect the Premises daily and report to such Officer without delay any needed repairs, or want of cleanliness. The Trustees shall provide for washing the floors at least quarterly, (monthly to be greatly preferred), and for renovating during the Summer Holidays as often as may be needed, the walls and ceilings if papered, or plastered, or for washing them if finished in wood, or metal, sheeting and painted. The Trustees shall also employ a Caretaker whose duty it shall be to sweep the floors daily (the windows being then open), to dust daily all the furniture, window ledges, etcetera., with damp dusters (preferably in the morning at least an hour before School); to make Fires, at least one hour before the opening of School, at such times as the Teacher may direct. The duties of the Caretaker shall be performed satisfactorily to the Principal and to the Inspector, who, in his grading, will take into account the condition of the School accommodations at the time of his visit.

2. No Public School House, or School Grounds, unless otherwise provided for in the conveyance to the Trustees, shall be used for any other than Public School purposes without the consent of the Trustees, and no advertisements shall be posted in any School Room or distributed to the Pupils unless approved in the same way.

At the recent Session of the Legislature, School Trustees were also given the power "to permit the School House and Premises to be used for any educational, or other lawful, purpose which, in their discretion, they think proper, provided that the proper conduct of the School is not interfered with."

3. All new School Sites and all additions to old ones and all Plans of new Schools, or of additions to old ones, and all other proposed School accommodations, shall be first approved by the Inspector of Public, or Separate, Schools (as the case may be), who shall be guided by the Departmental Regulations.

School Room Decoration with Pictures, Etcetera.

In a recent Notice to Trustees, issued by the Education Department, it is stated that:—

Early next year (in 1908) a list of suitable Pictures, etcetera, may be obtained on application to the Education Department. The quality of such Pictures, etcetera, is of far greater importance than the number.

SCHOOL ROOM DECORATION, ITS GREAT DESIRABILITY AND PRACTICAL IMPORTANCE, WITH ILLUSTRATIVE EXAMPLES.

Being Extracts from Addresses to Canadian Historical Societies by J. George Hodgins.

"As we gradually grow wiser we shall discover that the Eye is a nobler organ than the Ear."—*Ruskin.*

The "practical" and "materialistic" side of education often excludes, or wholly ignores, the existence of a high and noble instinct, which, in so many cases, is simply dormant, because the æsthetic and beautiful in matters of taste has never been stimulated, or called into life, or being.

It has been often asked, why so many Boys and so many grown Girls leave the Farm for the Cities and Towns. It is more largely due to the fact, that there is so little that is attractive in the Schools, or in most rural Homes, calculated to awaken an interest in anything beyond usual routine of school and home life. Rarely is there anything in either that would create an active desire for the beautiful, or artistic, or which would produce a distinctively refining and elevating influence upon the minds of the young.

The matter of School Room Decoration is attracting a good deal of attention in the United States. The Regents of the State of New York have lately issued a volume of 430 pages on "Travelling Pictures and School Room Decoration." Massachusetts and other States are also quite in advance in this matter. There, every effort of late years, has been to interest their children—through their senses—in regard to the more notable (pictorial) events, illustrative of the early history of the United States.

School Room Decoration in England.

The subject of beautifying English Schools has quite lately engaged the attention of practical Educationists in England, and efforts are now being made there to promote this movement generally by the introduction into their Schools of a series (chiefly domestic and rural) called the "Fitzroy Pictures."

Hitherto, as a rule, there has been no social, or æsthetic, element introduced into our Canadian Schools, (except in a few instances), with a view to take the mind of the child off the monotony of its daily school life—nothing to please the eye, or to bring up in the School the association of pleasant pictures, or objects of art. I have sought to interest School Trustees in the great advantage of "School Room Decoration," and the real pleasure which the result of its introduction into the Schools would create. In many Schools pictures have been hung on the walls, to the great delight of the young children. Samples of suitable pictures of birds, flowers and other appropriate decorations have been exhibited in the Education Department.

Children are generally kept in a school room for six hours a day. If one finds it desirable to have pictures of domestic life in one's rooms at home, how much more important is it to have National and Historical pictures in the places of instruction, and in the rooms of a school, where the children sit for so many hours in the day—day after day and year after year. Then there is the reflex influence of good School Room Pictures on the decoration of the Home which should not be overlooked. For, when the children find good pictorial examples of art and history on their school room walls, they come home more or less disappointed with the taste, or want of taste, often displayed in pictures there. Thus the children insensibly influence their parents in the matter of picture decoration. There is thus a chance to educate parents and children alike, by decorating school rooms and keeping them nice. It also leads children, as one writer quaintly observes, into "' orderly manners."

Besides, let children have a glimpse into the ideals of beauty embodied in things visible, or visibly portrayed, and it will react upon their daily lives and their surroundings.

The influence of the Pictures of the beautifully coloured Birds, (referred to in another part of this paper), in a School Room, is such that they give children correct ideas of the beautiful in nature, and will be sure to awaken their interest in these "songsters of the grove."

School children became acquainted with Pictures, by seeing notable ones on the school walls, as a more or less permanent feature of their daily environment. In the special class room, where the child does most of his daily work, a single Picture, carefully chosen, may exert a deeper and more abiding influence on him than a number selected with less care. Only the best Pictures—as Ruskin says—should be given a place on the home walls; for they are things to live with, and to carry permanently in the mind and heart.

Even children of the common, every-day, sort, can be, and are easily, influenced so as to kindle their feelings into enthusiasm over the striking Picture of a noble historical building, or famous deed, pictured before them on the walls of their school-room. Such Pictures should awaken in their minds ideas of grand and beautiful things, and would create in them sincere delight at great and noble deeds done in "the brave days of old."

A child's æsthetical nature cannot be separated from his emotional. A Statue, a Picture, a Flower, rouses his feelings of love for the beautiful; and the

emotions, thus created, lead to right impulses in the heart. The same is true in this respect. The presence of that which is grand in nature leads often to loftiness of purpose. Nobleness of character, grand, unselfish deeds, as well as living examples, can be made to stir the childish mind to efforts toward that which is noble and grand, even in the every-day life of the common man.

Pictures on the School Room Walls and works of Art to cultivate the taste . . . contribute to create a new sense almost unconsciously leading to the formation of correct impulses and right action.

We have in a collection which I have made more than eighty Photographs of Statues and Monuments in the Dominion, (which are available for publication in a separate form for the School by the Education Department), by which Trustees and Teachers could easily see what a great variety of National and Patriotic subjects there are, from which selections might be made, (and then enlarged), for the purpose of the decoration of their School Rooms. These historical illustrations could also be made available by Teachers in giving instruction in Canadian History.

I have made arrangements with the Grand Trunk and Canadian Pacific Railways whereby the large Pictures of their various places in the Dominion may be procured for the decoration of School Rooms.

There are also in my collection coloured pictures of various Indian Tribes in the Northwest, which, when grouped, present a very striking appearance, and might be made the means of interesting children in geographical lessons relating to that part of our Dominion.

Now that our Historical Societies have "a local habitation and a name" in so many places in "this Canada of ours," we might, by a little effort, enlist their active sympathies and patriotic zeal in promoting, in our many large and beautiful School Houses, the love of country, and a spirit of emulation of heroic deeds, by familiarizing the children which attend them with pictures of famous persons, and of great and notable events in the history of this "our land and nation."

School House Accommodations of High Schools.

School accommodation shall be considered as divided into four grades, according to the character and extent of the premises, School Buildings and their Equipment.

Note.—The Regulations for the High Schools in regard to School House Accommodation are the same, *mutatis mutandis,* as those for the Public Schools.

FACILITIES FOR PROFESSIONAL AND TECHNICAL EDUCATION IN ONTARIO.

Professional.

I. Legal Education.
II. Medical Education.
III. Military Education.

Technical.

IV. Practical Science.
V. College of Agriculture.

I. LEGAL EDUCATION, OR THE STUDY OF THE LAW.

Practical Legal Education can only be obtained under the direction of the Law Society of Upper Canada, and Degrees in Law can only be obtained by attendance on—

(1) *The University of Toronto Law Course.*

No lectures are delivered in the Faculty of Law in this University; but the following are the requisites for obtaining the degree of LL.B. in the ordinary course:—

Having matriculated in the Faculty of Law;

Being of the standing of four years from Matriculation;

Having passed in each of those years the Examinations prescribed in the Statute respecting "subjects of examinations in the Faculty of Law;"

Being of the full age of twenty-one years.

(2) *The University of Queen's College Law Course.*

The Law Course in Queen's College extends over three years. Candidates must pass a Matriculation Examination, unless they have already passed a similar in any College, or have been admitted as Students of the Law Society for Upper Canada. Lectures are delivered by three Professors.

(3) *The University of Victoria College Law Course.*

The Law Course in Victoria College extends over four years. Candidates must pass a Matriculation Examination unless they have been admitted as Barristers by the Law Society of Upper Canada. A Student of three years' standing in Arts may enter at the Examination for the second year; and a Graduate in the same Faculty may enter at the third Examination. No Lectures are given, but annual examinations in the subjects prescribed are held.

(4) *University of Trinity College Law Course.*

No Lectures in Law have been given since the Law Course was opened at Osgoode Hall by the Law Society.

The Law Society of Upper Canada was established in 1797, by the Act 37, George III., Chapter 13, which enabled the then Practitioners of the law to form themselves into a Society, "for the purpose of securing to the Country and the profession a learned and honourable Body, to assist their fellow-subjects, as occasion may require, and to support and maintain the Constitution of the Province." By the same Act, the Judges of the Superior Courts were constituted Visitors, with authority to sanction such Rules as they considered necessary for the good government of the Society. In 1822, the Society was incorporated by the Act 2, George IV., Chapter 5, and its functions vested in the Treasurer and the Benchers for the time being, elected according to the By-laws of the Society, much in the same manner as in the Law Societies of Great Britain and Ireland. The Benchers sit in Convocation every Law Term, for the admission of Students and Barristers and Attorneys, and for other business.

In Upper Canada the Profession of Law is divided into two Branches, each subject to its own peculiar Regulations, and, to a certain extent, independent of the other, though generally the one person practises in both. They are Barristers, or persons authorized to "plead at the bar" of the Courts of Law, or Equity, and to take upon them the advising and defence of clients, and from whom all Judges, King's or Queen's Counsel, and Attorneys and Solicitors General are selected; and Attorneys and Solicitors, or persons authorized to "appear in the Courts" in the place and on behalf of others, to prosecute and defend

actions on the retainer of clients. The only distinction between these two latter is, that "Attorney" is the title adopted in the Courts of Common Law, and "Solicitor" the title adopted in the Courts of Equity.

In the Study of Law, the Course prescribed by the Law Society for Upper Canada takes precedence.

Students who have already passed through a three, or four, years' University Course of Law Studies are still required, if they wish to become Barristers-at-Law, to begin *de novo,* and continue as Students of the Law Society for three years longer. While those who are not University Graduates are only required to remain on the Books of the Law Society as Students for five years. All Students must be at least sixteen years of age; they must attend Term Lectures, and must receive their professional education under the superintendence of some Barrister.

In order to facilitate the education of the Students, the Law Society has arranged "that the tuition of the Pupils attending the Law School shall be by means of Lectures, Readings, and Mootings; that there shall be four Readers, videlicet, the Reader on Common Law, the Reader on Equity, the Reader on Commercial Law, and the Reader on the Law of Real Property; that in addition to the Lectures in Term, there shall be Lectures during the three educational Terms of each year, which shall continue for six consecutive weeks each. The attendance on the Lectures of the educational Term is, however, voluntary. In order to give an additional stimulus to the Study of Law in Upper Canada, the Society has established four Scholarships, (one for each year's Course), which are open to any Students on the Society's Books, whether Pupils of the Law School, or not. These Scholarships are of the respective values of One hundred and twenty, One hundred and sixty, Two hundred, and Two hundred and forty dollars per annum, and are payable quarterly. The Readers deliver the Lectures, hold Readings, and preside at Mootings or the Moot Courts. The charge for attendance at the Law School is one dollar per Term. Students of the Law Society are admitted upon examination in one of the three following classes, videlicet: the University Class, the Senior Class, and the Junior Class. The Examination in the University and the Senior Classes is the same, and includes Greek, Latin, Mathematics or Metaphysics, Astronomy, Ancient and Modern Geography and History; the Examination in the Junior Class is in Latin, Mathematics, English History, and Modern Geography.

Course of Study and Examination of the Law Society of Upper Canada, 1864.

Ordered, That the examination for admission shall, until further order, be in the following Books respectively, that is to say:—

For the University Class.

In Homer, First Book of Iliad, Lucian, (Charon Life, or Dream of Lucian and Timon), Odes of Horace, in Mathematics, or Metaphysics, at the option of the Candidate, according to the following Courses respectively: Mathematics, Euclid, (1st, 2nd, 3rd, 4th, and 5th Books,) or Legendre's Geometrie, (1st, 2nd, 3rd, and 4th Books,) (Walker's and Whately's Logic, and Locke's Essay on the Human Understanding), Herschell's Astronomy, (Chapters 1st, 3rd, 4th, and 5th,) and such works in Ancient and Modern Geography and History as the Candidates may have read.

For the Senior Class.

In the same subjects and Books as for the University Class.

For the Junior Class.

In the 1st and 3rd Books of the Odes of Horace; Euclid, 1st, 2nd, and 3rd Books, or Legendre's Geometrie, by Davies, 1st and 3rd Books, with the Problems; and such works in English History and Modern Geography as the Candidates may have read.

Ordered, That the Class, or order, of the Examination, passed by each Candidate for admission, be stated in his Certificate of Admission.

Ordered, That in future, Candidates for Call with Honours, shall attend at Osgoode Hall, on the last Thursday, and also on the last Friday, of Vacation, and those for Call, merely on the latter of such days; and Candidates for Certificates of Fitness on the last Saturday in Vacation.

Ordered, That the Examination of Candidates for Certificates of Fitness for admission as Attorneys, or Solicitors, under the Act of Parliament, 20th Victoria, Chapter 63, and the Rule of this Society of Trinity Term, 21st Victoria, Chapter 1, made under authority and by direction of the said Act, shall, until further order, be in the following Books and subjects, with which such Candidates will be expected to be thoroughly familiar, that is to say:—

Blackstone's Commentaries, 1st Volume; Smith's Mercantile Law; Williams on Real Property; Story's Equity Jurisprudence; the Statute Law, and the Pleadings and Practice of the Courts.

NOTICE.—A thorough familiarity with the prescribed subjects and Books will be required from Candidates for admission as Students; and Gentlemen are strongly recommended to postpone presenting themselves for examination until fully prepared.

NOTICE.—By a Rule of Hilary Term, 18th Victoria, Students keeping Term are henceforth required to attend a Course of Lectures to be delivered, each Term, at Osgoode Hall, and exhibit to the Secretary on the last day of Term the Lecturer's Certificate of such attendance.

Certificate of Fitness for Admission as Attorneys, or Solicitors, in upper Canada.

To keep Terms.—Every Candidate for Certificate of Fitness for admission as Attorney or Solicitor, shall keep two Terms pursuant to the Statute in that behalf. The two Terms to be kept by Articled Clerks under the Statute shall be kept by their attending the sittings of the Courts of Queen's Bench and Common Pleas, or one of them, agreeably to the provisions of the said Act, and of the Rules of the said Courts in that behalf, every day on which such Courts, or either of them, sit during Term, and by their entering their names, and subscribing their declaration of attendance in the Articled Clerk's Attendance Book of such Courts, or either of them, pursuant to the said Rules of Court respectively.

Every such Candidate shall leave with the Secretary of this Society a Certificate or Certificates of such attendance from the Clerks of such Court, or Courts, together with his Petition for Certificate of Fitness, Articles, and other Papers, or sufficiently excuse the production thereof, as prescribed by the said Act, and the Rules of the Society respecting the same.

In case any such Articled Clerk, while at Toronto, for the purpose of attending the sittings of such Courts, or either of them, in compliance with the require-

ments of the said Act, be, from sickness, or other unavoidable impediment, prevented from being, or remaining, in attendance in Court for the whole, or any part of the Term, that such Court, or Courts, may be sitting on any day in either of such Terms, said Articled Clerk shall, nevertheless, be allowed such day, or days, attendance, as within the meaning of the said Act, upon his satisfying the Clerks of the Crown and Pleas of the said two Courts, by Certificate from his Medical Attendant, or otherwise to their satisfaction, that such sickness, or other unavoidable impediment, was the sole cause of such absence; and upon such Articled Clerk leaving with the Secretary of this Society a Certificate thereof under the hands of such Clerks of the Crown and Pleas at the same time that he leaves his Petition for Certificate of Fitness and other Papers, as hereinafter prescribed.

All applications for Certificates of Fitness for admission as Attorney, or Solicitor, under the said Act shall be by Petition in writing, addressed to the Benchers of the Society in Convocation, and every such Petition, together with the Documents required by, and the Fees payable to, this Society under the said Act, or under the Rules of the said Courts, or those of this Society, shall be left with the Secretary of the Society at Osgoode Hall, on or before the third Saturday next before the Term in which such Petition is to be presented, and the Sub Treasurer's receipt for such Fees shall be a sufficient authority to the "Examiners for Call" to examine the Applicant by written, or printed, questions.

In the case of persons who entered into contracts of service prior to the 1st of July, 1858, if, by reason of the expiration of the period of such service in Term time, any such person cannot comply with the requisites of the last Section on, or before, the third Saturday therein mentioned, or before the day appointed for Examination in writing before the Examiners in the Vacation next after such Saturday, but the period will arrive previous to the last Thursday in the then next ensuing Term, such person may, in lieu of his Articles, or contract, of service, deposit his Affidavit, stating the date of his Articles, the day when his service thereunder will expire, and when the same were filed, and upon complying in other respects with the terms of the foregoing Section, may be examined by the Examiner on such Examination Day, and the Benchers in Convocation, upon being satisfied on the first day of Term of the foregoing facts, and that all other requisites of the Statute and of the Rules of the Society entitling the party to Oral Examination have been complied with, may proceed to the examination of the Applicant notwithstanding the non-completion of his service under Articles; but no Certificate of Fitness shall be issued until the expiration of such period of service, nor until all and every other requirement of the Statute, and of the Rules of the Courts and of the Society, have been complied with.

Every Candidate for a Certificate of Fitness for admission as an Attorney, or Solicitor, under the said Act, shall, with his Petition for such Certificate, leave with the Secretary of the Society at Osgoode Hall Answers to the several Questions set forth in the Schedule to this Rule annexed, signed by the Attorney, or Solicitor, with whom such Articled Clerk has served his Clerkship, together with the Certificate in the said last-mentioned Schedule also contained.

In case any such Candidate, at the time of leaving his Petition for Certificate of Fitness and Papers, with the Secretary of this Society, as herein provided, proves to the satisfaction of the said Secretary, that it has not been in his power to procure the Answers to the Questions contained in the same Schedule "B," from the Attorney, or Solicitor, with whom he may have served any part of the time under his Articles, or from the Agent of such Attorney, or the Certificate of Ser-

vice therein also contained, the said Secretary shall state such circumstances specially in his Report to Convocation on such Articled Clerk's Petition, and, thereupon, the Benchers in Convocation may dispense with the production of such last mentioned Answers and Certificates, or any of them, as they may think fit and reasonable.

Examination for Certificates of Fitness.—Candidates for Certificates of Fitness shall be examined in writing, and orally in like manner as Candidates for call "simply," according to the Rules of the Society in that behalf, and in the following Books and Subjects, that is to say: Blackstone's Commentaries, 1st Volume; Smith's Mercantile Law; Williams on Real Property; Story's Equity Jurisprudence; The Statute Law; the Pleadings and Practice of the Courts, or in such other Books and Subjects as the Benchers in Convocation, (or as the Examiners, with the assent of the Benchers in Convocation), may, from time to time, for that purpose prescribe and appoint.

Candidates for Certificates of Fitness for Admission as Attorneys or Solicitors shall attend at Osgoode Hall on the last Wednesday of the Vacation previous to the Term in which their Petitions are to be presented, and shall receive from the Examiner of the Society copies of the Questions to be answered by them in writing, and shall then and there, under the supervision of such Examiner, frame Answers to such Questions, and deliver such Answers in writing to him for the Benchers in Convocation.

The attendance of such Candidates for the purposes mentioned in the foregoing Section of this Rule shall be at 10 o'clock A.M., and the Answers shall be delivered to the Examiner by 3 o'clock P.M., of the same day.

The Secretary shall report upon the Petition of every Candidate for Certificate of Fitness for admission as Attorney, or Solicitor, and such Report, together with the Petitions and Documents to which they refer, shall be laid on the Table of Convocation on the first day of Term,—he shall also make a Supplementary Report upon the Articles of Clerkship when received by him, of Applicants, whose term of service expires during the Term.

The Oral Examination of Candidates for Certificates of Fitness shall take place on the first day of Term.

The Examination of Candidates for Certificates of Fitness for admission as Attorneys, or Solicitors, shall not be entered upon the first day of any Term until the Examination of all Candidates for Call to the Bar on the order of the day for that day be first disposed of.

Remarks of Chief Justice Robinson on the Study of Law, on the Occasion of his Retirement from the Bench, 1862.

On the occasion of the presentation, by the Law Students, of an Address to the ex-Chief Justice of Upper Canada, on his retirement from that office, the venerable Chief thus replied to them:—

You give me much pleasure by this expression of your respect and esteem.

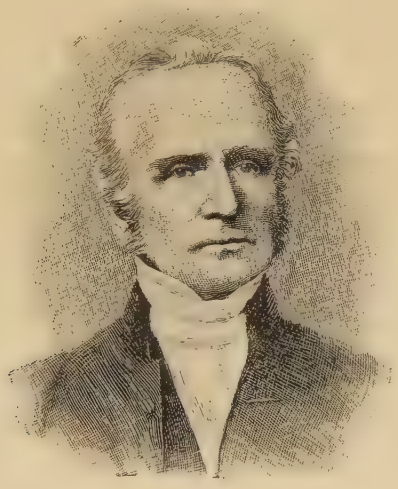
I should have been wanting in a material part of my public duty if I had failed to treat with consideration and courtesy all persons, whether young, or old, properly addressing themselves to me on any matter of business; and I should, besides, have been setting a bad example to a large class of young Gentlemen out of whom our future Judges are to be taken.

Since I began the study of Law, in 1807, there has been, as we must admit, time for many changes. I will notice a few which have taken place in the condition of Law.

In deference to the better opportunities of obtaining a superior education, and by way of inducements to youth to avail themselves of them, the period of pupilage, if I may so apply the term, has been shortened by two years in favour of Graduates in Arts, or in Law—and Students at the present day have the greater advantage of hearing Lectures on the different Branches of Law, which encourages and enables them to study the Science systematically, as other Sciences are studied.

It is a great convenience to them also that they are saved both time and trouble by the manner in which our Public Statutes have been consolidated and arranged, which was mainly the work of a late distinguished Judge, whose kind interest in the Law Students attracted in a particular manner their respect and regard.

I will mention as another advantage, and one most material, that much that was formerly difficult and embarrassing in the mere technicality of the Law has by late changes been swept away, which gives more time to the Student for acquiring what better recommends itself to his reason and judgmnet, as being really necessary to the solution of questions of right. . . .



SIR JOHN BEVERLEY ROBINSON,
Chief Justice of Upper Canada.

I remember that for more than twenty years after I came to the Bar any young Lawyer of sound understanding and obliging disposition, although he were but moderately learned in his profession, might go into any of our Towns, or Villages, and if he were but attentive, and honourable in his conduct, and usually to be found in his Office, when he might reasonably be expected to be there, he was sure to be able not only to live in comfort by his profession, but to acquire a position of influence in the community.

I am aware that at the present day this is by no means so certain. I fear, indeed, that largely as the number of clients has increased, yet the number of those who are relying upon the practice of the Law for advancement in the world, or at least for independence, is increasing in a greater proportion.

Still, after all, the door is never closed to genius, or to constant and well directed perseverance. The laborious study, the patience and self-denial of a Kenyon, or an Eldon, cannot always be depended upon for leading in any Country to such eminence as they attained; but it is seldom that they fail to advance to honour and independence those who resolutely rely upon them.

If I may be permitted to offer a few words of advice on this occasion, where they

may seem rather out of place, I strongly recommend to you to cherish a laudable ambition, to aspire to excellence, and to hope for distinction from studious application, and after you shall be called to the Bar, you should not be discouraged by a few months, or even years, of hope deferred. You would do wisely, too, I think, to make some one branch of the Law an especial object of study,—resolving to know, so far as it may be possible for you, everything that can be known in it, meaning and hoping to become in time an admitted authority in that particular department of the Law, whether your inclination and judgment shall lead you to select the Criminal Law, the Law of Real Property, Commercial Law, or pleading generally, or practice generally.

Such a course would, I believe, insure to the person who pursues it the advantage of soon being generally and favourably known. He would acquire a reputation which must advance him in his profession, secure for him the confidence and respect of his legal brethren, and make his services sought after by those who have valuable interests to protect.

I can remember too well, how difficult it is in youth to govern ourselves by the maxims of which we shall assuredly feel the truth in our maturer years, whether we shall have conformed to them, or not. Those are happy who consider, at the outset of life, that every individual has his appointed time on earth, that years speed swiftly away, and cannot be recalled, and that to leave behind us some honourable proofs that we have not lived in vain should be our aim, and is what we should, if possible, accomplish.

> "*Stat sua cuipue dies breve et irreparabile tempus,*
> *Omnibus est vitae sed faman extendere factis*
> *Hic labor, hoc opus est.*"

Curriculum for Law Examinations, 1872.

The Benchers have made a good many changes in the subjects and Books for examination of the various grades of Students. Below is a complete list as arranged for the future. The Regulation as to Graduates of Universities comes in force next term; the other changes in next Hilary Term. All former requisites "for call," or admission as Attorneys, not mentioned in the subjoined information, will remain in force.

Graduates of any University in Her Majesty's Dominions empowered to grant Degrees will be allowed to enter without examination upon giving a Term's notice, paying the usual Fees, and presenting their Diplomas to the Convocation.

Others than Graduates will be examined in the following Books:—Horace, Odes, Book iii.; Virgil, Æneid, Book vi.; Cæsar's Commentaries, Books v. and vi.; Cicero, Pro Milone; Arithmetic, Algebra to end of Quadratic Equations; Euclid, Books i., ii., and iii.; Outlines of Modern Geography, W. Douglas Hamilton's History of England; English Grammar and Composition. The examination will be partly written and partly oral.

Articled Clerks will be required to pass an examination in the following Books before their service will count under their Articles: Cæsar's Commentaries, Books v. and vi.; Arithmetic, Euclid, Books i., ii. and iii.; Outlines of Modern Geography; W. Douglas Hamilton's History of England; English Grammar and Composition; Elements of Bookkeeping.

1st Intermediate.—Williams on Real Property, Smith's Manual of Equity Jurisprudence, Smith's Manual of Common Law. The Act respecting the Court of Chancery.

2nd Intermediate.—Leith's Blackstone; in Greenwood's Conveyancing, the Chapters on "Agreements," "Sales," "Purchases," "Leases," "Mortgages," and "Wills;" Snell's Treatise on Equity; Broom's Common Law; Consolidated

Statutes, U. C. Chapter 88; Statutes of Canada, 29th Victoria, Chapter 28; the Insolvency Acts.

1st Year.—Stephens' Blackstone, Volume I; Stephens on Pleading; Williams on Personal Property; Griffith's Institutes of Equity; Consolidated Statutes, U.C., Chapter 12; Consolidated Statutes, U. C., Chapter 43.

2nd Year.—Williams on Real Property; Best on Evidence; Smith on Contracts; Snell's Treatise on Equity, the Registry Acts.

3rd Year.—Real Property Statutes in Ontario; Stephens' Blackstone, Book V.; Byles on Bills; Broom's Legal Maxims; Story's Equity Jurisprudence; Fisher on Mortgages, Volume I., and Chapters 10, 11 and 12 of Volume II.

4th Year.—Smith's Real and Personal Property; Russell on Crimes; Common Law Pleading and Practice; Benjamin on Sales; Dart on Vendors and Purchasers; Lewis, Equity Pleading and Practice in this Province.

Leith's Blackstone; Watkin's Conveyancing, 9th edition; Smith's Mercantile Law; Story's Equity Jurisprudence; Leake on Contracts; The Statute Law; The Pleading and Practice of the Courts. Students will also be liable to be re-examined in all or any of the subjects of the intermediate examinations.

Blackstone, Volume I; Leake on Contracts; Watkin's Conveyancing; Story's Equity Jurisprudence; Stephens on Pleading; Lewis, Equity Pleading; Dart's Vendors and Purchasers; Taylor on Evidence; Byles on Bills; The Statute Law; The Pleading and Practice of the Courts.

In addition to the Books for call only, Candidates will be examined in Russell on Crimes; Broom's Legal Maxims; Lindley on Partnership; Fisher on Mortgages; Benjamin on Sales; Jarmin on Wills; Von Savigny's Private International Law (Guthrie's edition); Maine's Ancient Law. Candidates for call will also be liable to re-examination in any of the Books for the Intermediate Examinations.

Curriculum for Law Examination, 1876.

1. That after Hilary Term, 1877, Candidates for admission as Students-at-Law, (except Graduates of Universities), be required to pass a satisfactory examination in the following subjects:—

Classics.—Xenophon, Anabasis, Book I.; Homer, Iliad, Book I.; Cicero, for the Manilian Law; Ovid, Fasti, Book I., Verses 1-300; Virgil, Æneid, Book II., Verses, 1-317; Translation from English into Latin; Paper on Latin Grammar.

Mathematics.—Arithmetic; Algebra, to the end of Quadratic Equations; Euclid, Books I., II., III.

English.—A paper on English Grammar; Composition; an examination upon "The Lady of the Lake," with special reference to Cantos v. and vi.

History and Geography.—English History from Queen Anne to George III., inclusive. Roman History, from the commencement of the second Punic war to the death of Augustus; Greek History, from the Persian to the Peloponnesian wars, both inclusive; Ancient Geography—Greece, Italy, and Asia Minor; Modern Geography; North America and Europe.

French.—A paper on Grammar. Translation of simple sentences into French prose. Corneille, Horace, Acts I. and II.

German.—A paper on Grammar. Musaeus; Stumme Liebe. Schiller, Lied Von der Glocke.

2. That after Hilary Term, 1877, Candidates for admission as Articled Clerks, (except Graduates of Universities and Students-at-Law), be required to pass a satisfactory examination in the following subjects—

Ovid, Fasti, Book I., vv. 1-300,—or
Virgil, Æneid, Book II., vv. 1-317.
Arithmetic.
Euclid, Books I., II. and III.
English Grammar and Composition.
English History—Queen Anne to George III.
Modern Geography—North America and Europe.
Elements of Book-keeping.

3. That a Student of any University in this Province who shall present a Certificate of having passed, within four years of his application, an examination in the subjects above prescribed, shall be entitled to admission as a Student-at-Law, or Articled Clerk, (as the case may be), upon giving the prescribed notice and paying the prescribed Fee.

4. That all Examinations of Students-at-Law and Articled Clerks be conducted before the Committee on Legal Education, or before a Special Committee appointed by Convocation.

THOMAS HODGINS, *Chairman.*

Adopted by the Benchers in Convocation, August 29th, 1876.

OSGOODE HALL, Trinity Term, 1876. J. HILLYARD CAMERON, *Treasurer.*

II. MEDICAL EDUCATION IN TORONTO.

The earliest Medical Act affecting Canada was one passed in 1788 by the British Parliament. It provided that no one should practise Physic, Surgery, or Midwifery within the Province of Quebec (which then included all Ontario and a great deal more), without a license. Under this Act, the selling and distributing of Medicine by retail, or prescribing for sick persons for gain without a license, was prohibited. The license was obtained by passing an examination conducted by capable persons appointed by the Governor or the Commander-in-Chief of the Province. All licenses granted to practise Physic, Surgery, Midwifery, or Pharmacy were ordered to be registered in the office of the Clerk of the Peace nearest to where the person licensed lived. Fines of £20 for the first breach of this Act, £50 for the second, and £100 and three months' imprisonment for each subsequent offence indicate how stringent the law was.

Soon after the war of 1812, the first Hospital was built in York (now Toronto), of which the present splendidly equipped and excellently managed Toronto General Hospital, and the other Hospitals in that City, and indeed throughout the Province, may be regarded as the legitimate successors. In 1815 a Medical Act was passed for Upper Canada (now Ontario), having very similar provisions to those contained in the Act of 1788. At this time the number of medical men in the Province were about forty; now there are about 2,500 registered Medical Practitioners in Ontario.

In 1818 a new licensing Medical Act was passed. It authorized the appointment of a Board of Medical Examiners to examine all Candidates for license. With a brief interval, this Board continued to exist for many years, and only finally discontinued its work when the College of Physicians and Surgeons of Ontario was called into existence in 1866. For a short time, from April, 1839, till July, 1841, it was in abeyance in consequence of the passing of an Act of the Legislature of Upper Canada incorporating the College of Physicians and Surgeons of the Province. This Act was disallowed by the British Government in

December, 1840, on the representation of the Royal College of Surgeons of England that it infringed the chartered rights of that college.

The Medical Board was then immediately re-appointed and resumed its duties in July, 1841. For twenty-five years longer it continued to hold its examinations regularly every three months, and did good service to the Province, its work being well and faithfully performed

DOCTOR JOHN ROLPH.

SKETCH PREPARED BY WALTER B. GEIKIE, M.D., C.M., D.C.L.

For several years before there was any regular Medical School in Upper Canada—as early as during the "thirties"—the late Honourable Doctor John Rolph, who is deservedly known as the "Father of Medical Education" in the Province, was in the habit of receiving pupils into his House in York, (now Toronto), from various parts of the Country, to whom he gave a very thorough medical education,—which he was exceptionally well qualified to do. Born and thoroughly educated in England, he was one of the most highly gifted of the many prominent men of that day, who, in various walks of life made Upper Canada their home. Although originally a Member of the Legal Profession, having been called to the Bar in London, England, and a Member of the Inner Temple, he was also a favourite pupil of Sir Astley Cooper, and a Member of the Royal College of Surgeons of England. He loved the Medical Profession dearly, and was never happier, nor more at home, than when teaching its various branches to the young men whose good fortune it was to have so able and interesting a Teacher. Some of his early pupils subsequently became distinguished, and many still occupy high positions as Medical Teachers and Practitioners.

The Rebellion of 1837, which interfered with this work, proved to be an event which did much good to Canada in bringing about the peace, happiness, and perfect freedom she has now for many years past enjoyed. Doctor Rolph, who was a Hampden in his love of political freedom, was, as may be supposed, one of the leading Reformers of the time, and sympathized with the movement in which he became more or less involved. Some of its promoters of this movement were arrested, and others fled the Province. Doctor Rolph was amongst the latter, and went to Rochester, United States, where he resided and practised his profession till 1843, when the Canadian Legislature passed an Act, of which he took advantage, permitting all exiles for political causes to return to Canada. Several Canadian students went to Rochester during Doctor Rolph's residence there, in order to get the benefit of his excellent teaching.

Immediately upon his return to Toronto he resumed his favourite work, and formed a Medical School which very shortly became famous, and did as good work in Medical Teaching as has ever been done in Canada. This School for many years bore the name of its respected founder. The late Doctor Joseph Workman, a man of great ability and an excellent and highly educated Teacher, became, at Doctor Rolph's request, (and continued for several years), his most energetic helper. The Medical School soon stood so high that its Tickets were received everywhere, and its Students were exceptionally successful in passing their Examinations before the Medical Board. It may be interesting to recall here that when the number of Students had increased so as to require more accommodation than an ordinary private house could furnish, the Class-room first fitted up for them formed the end of a frame Building on Doctor Rolph's premises. One part of this Room had plain pine Seats in it, ranged one above the other, while the

Table behind which Doctor Rolph and the other Lecturers sat when they lectured was the Vat in use for Anatomical purposes. The rest of this Room was provided with dissecting Tables on trestles, and this constituted the Dissecting Room, where a great deal of good dissection was done for a number of years.

Humble as this Building was, and small as such a beginning may appear, when compared with the finely built and well equipped Medical Colleges of to-day, teaching of a very high order was given in it, and with a punctuality, earnestness, ability and fulness, not to be surpassed, and which is not now surpassed anywhere in Canada. True, since those days the Study of Medicine has greatly advanced—some subjects now being taught as separate departments, which were then comparatively unknown—but what at that time was considered essential to a good medical education, videlicet, complete instruction in anatomy, physiology, materia medica and therapeutics, including the necessary knowledge of chemistry, medicine, surgery, midwifery and diseases of women and children, was there exhaustively given. It is indeed a question whether to-day the young men studying Anatomy in any of our Schools are better instructed than were the Students of those days, although the latter did all their work in so primitive a College Building, and were not allowed the use of illustrated Books, or Plates to any extent, but were obliged to study and trace out for themselves every part, great or small, of the human body, and were constantly and thoroughly examined in their work as they did it.

Doctor Rolph himself never neglected this latter essential part of a Student's training. Speaking of the founding of his School in an Annual Announcement, issued a good many years later, he says, that his School of Medicine was founded in 1843 and incorporated by Act of the Legislature in 1851, so that this School was really the first Medical Teaching Body established in Upper Canada, and it was from the first entirely self-supporting. In the summer of 1850 a great advance was made by this Medical School. Doctor Rolph, at his own expense, built a new brick Building adjoining his House on Queen Street West, the north side, a few doors west of Teraulay Street. The upper part of this Building was reached by a stair leading direct from the Street, and consisted of two large Rooms, one of these being nicely fitted up as a Lecture-room, and the other as a Museum. The latter had on its walls a very large number of carefully prepared Anatomical Specimens, the work of industrious, painstaking Students of the School. These preparations made the Museum attractive and very useful to the studious members of the Medical Classes. At the same time, another Building on Richmond Street West was rented and fitted up by Doctor Rolph as a second Lecture-room. Some of the medical Lectures were delivered in the Queen Street Lecture-room and others in that on Richmond Street. The old Dissecting-room in the Queen Street House did good service for some time. After these changes, which in themselves indicated prosperity, the School suffered for a short time from the withdrawal of Doctor Rolph, who re-entered political life and accepted a seat in the Cabinet of 1851. He returned, however, to his College duties with great pleasure in 1855.

The Toronto School of Medicine, as Doctor Rolph named it, in 1854, (by arrangement with the Board of Victoria College,) became the Medical Department of that University. The connection of the Medical School with this Institution, while adding to the prestige and influence of the latter, would enable Students, who desired to do so, to proceed to their Degrees in Medicine, instead of taking only the license of the Medical Board, as heretofore. In 1856 a large building in Yorkville was purchased and fitted up for the newly-formed "Medical

Department," and for a good many years afforded ample accommodation and every facility for Medical Teaching.

Some difference in connection with the School arose between Doctor Rolph, who was Dean of the Faculty, and his Colleagues, soon after these changes had taken place. The Victoria College Board supported Doctor Rolph on its being appealed to in the matter. On this account his Colleagues resigned in a body just the day after the opening of the Session of 1856-7. The University authorities promptly accepted the resignations which had been sent in, and directed the Dean, as the responsible Head of the Department, to fill the places of the Gentlemen who had retired, as well and as speedily as he could. This he did, and he alone kept everything going on for the time in the College. He lectured during this period four, or five, times every day on the various subjects to the entire satisfaction of the Students, who with hardly an exception stood by their able Teacher and Dean, to whom a complimentary Address was presented. (See below.)

The high character of the Dean's teaching during this time made it even more difficult, than it would otherwise have proved, for the new Professors, whom he called to his aid, and appointed to fill the vacancies. At this time the Writer was appointed Professor of Materia Medica and Therapeutics, to which Chair the duties of another were soon added, videlicet, those of Midwifery and Diseases of Women and Children. With further and very willingly rendered help, the Session was successfully completed. All the vacant Chairs were soon satisfactorily filled.

During Doctor Rolph's Deanship, which lasted until 1870, this Medical School was singularly prosperous. When the arrangement with Victoria College was first entered into, the name used was "The Toronto School of Medicine, and Medical Department of Victoria College." The Professors, who had resigned, as they constituted a majority of the Members of the Corporation of the "Toronto School of Medicine," rented a Building from the University of Toronto, in which they established themselves under the old name of "The Toronto School of Medicine," and continued to teach under this name until 1887, when the Members of its Faculty, with a few others, became the Medical Faculty of Toronto University, which was restored, under "the University Act" of 1887. . . . The Students and the general public knew well that "Rolph's School," as it was called, was wherever Doctor Rolph was teaching, and the Medical Department of Victoria was thereafter advertised as such, with the addition of the words, "Commonly known as Rolph's School," which answered every purpose. From year to year, with the Dean at its head, this Medical Department steadily grew in public favour, and was for years the most largely attended Medical College in Canada. Having become somewhat enfeebled by age, being then in his 78th year, Doctor Rolph resigned his Deanship, thereby closing a very active and useful life as a great Medical Teacher in 1870.

Address to Doctor Rolph.

On the 17th of December, 1856, the Students of the Medical Department of Victoria College presented the Honourable Doctor Rolph with an Address, and a Service of Plate, as a mark of their appreciation of his labours.

In his reply to the Address, Doctor Rolph said:—

It is not for language to convey all the emotions of the mind upon such occasions as the one before me. Unable adequately to do so, I may safely trust that the generous sentiments which have now prompted your action will enable you to apprehend, though I cannot express, the feelings with which I accept this memorial of your too kind and too favourable consideration.

It is not the least gratifying element of your Address that you so feelingly appreciate the weighty responsibilities which await you in your professional career, and much of my reward will hereafter, as heretofore, arise from the contemplation of your future usefulness and success.

The reference you make to your duties as Students will not fail to give a fresh and grateful impulse to my labours as your Teacher. If I have successfully done my duty, it is because you have worthily done yours. This mutual relation is inseparable, —and although encouraged by your praiseworthy assiduity and meritorious progress, I could with pleasure continue, (if your interests demanded it), the arduous position you so kindly notice; yet I am glad now to find myself associated with others who will so ably contribute to your onward movement, for the consummation of your high reward.

I warmly participate in your feelings respecting our past labours and your meritorious predecessors; and it will be my future happiness and care to see you and your successors welcomed abroad with the same honourable emulation and trustworthy acquirements.

I again thank you, from the bottom of my heart, for this last token of your esteem as pupils; and I trust that the same feelings will continue to animate us in any future relations in the sphere of professional life.

At the conclusion of the presentation, addresses were given by Rev. George R. Sanderson, Rev. Enoch Wood, Mr. J. C. Geikie, Professors Doctors Taylor, and Geikie, and Mr. J. G. Hodgins.

During the fourteen years ending in 1870 the Toronto Medical School and the Medical Department of Victoria under Doctor Rolph were the two rival Medical Institutions in Toronto. The Toronto School was in affiliation with Toronto University, as was also Doctor Rolph's Victoria School. The Students of the latter graduated for the most part at Victoria University. In time many of the Toronto School Teachers became members of the Government Medical Board, of which Doctor Rolph was also a Member. . . . In course of time the Toronto School obtained power from the Legislature to grant Certificates, which were equivalent to the Governor's license. . . . In 1866, however, great changes took place. In that year Doctor Parker's Bill was passed, which established a Medical Council. This body was further and more perfectly established by the subsequent Act of 1874. When, in 1875, the Toronto School occupied the building erected by Victoria Faculty, on Gerrard Street, it became affiliated also with Victoria University, and its students took their degrees, some from Victoria and some from Toronto University, and some took both degrees.

In the early "seventies" Trinity Medical School was in full operation. For some years it and Toronto School were keen but not unfriendly rivals. In 1874, however, the permanent establishment of a Medical Council and a Central Board of Examiners placed the various teaching and examining Medical bodies of Ontario exactly in the same position as regards obtaining a License to practise in Ontario, which the Medical Council alone has the power to grant after full examination. . . .

The Toronto University Medical Department.—In 1844 the Medical Faculty of King's College (now the University of Toronto) had been first constituted. . . . At the first Session the attendance was small. . . . But it increased from year to year. The Faculty consisted of Professors Gwynne, King, Beaumont, Herrick, Nicol and Sullivan, all well-known and highly respected Medical men in their day, who were considered good Teachers of the branches they respectively taught. . . .

The Medical Faculty continued in operation and the attendance of Students became larger as the years went on till 1853, when a change was made in the Uni-

versity Act under which Medicine and Law ceased to be taught in the University. . . . The view held by the Legislature being that "State Institutions ought not to train men for the lucrative professions of Law and Medicine at the public expense, but should leave this to be done by private enterprise—that is, to self-supporting Institutions." . . .

It was provided by the University Act of 1853 that Candidates for Degrees in Medicine and Law should be examined by Examiners appointed annually by the University for that purpose. . . . In 1887 a Medical Faculty was restored to the University by the Ontario Legislature. The Chairs were filled largely by the Faculty of the Toronto School of Medicine. . . .

The Trinity School of Medicine.—In June, 1850, Doctor Hodder and Doctor Bovell, decided that the time was opportune to organize a new Medical School. They decided to call it the Upper Canada School of Medicine, and associated with themselves as its Medical Faculty, Doctors Badgley, Bethune, Hallowell and Melville. In November of the same year this Faculty tendered its services to Bishop Strachan, who had just returned from England, as the Medical Faculty of Trinity College. The offer made was gratefully accepted, and in November the first Session of the new Medical Department was formally opened with introductory Lectures by the respective Professors. . . . This Medical School made from the first a very favourable impression from the popularity and ability of its well-known Professors. Its success was great, and increased from session to session, but . . . owing to circumstances over which the Faculty had no control whatever, and which could not occur now, all the Professors resigned in 1856.

After the lapse of fifteen years, the Medical Faculty was re-established in the spring of 1871, and it was established on a much broader and more liberal basis. . . . Dr. Rolph and the writer, and very shortly afterwards Doctor Fulton, had withdrawn from Victoria College. Doctors Hodder, Bethune and Hallowell, Members of the former Faculty, were still vigorous and glad to co-operate in the restoration of the Faculty in which years before they had taken so much pride, and had done such good work. The list of Teachers is given in the Calendar for the winter session of 1871-2. . . . Chemistry and Botany were to be taught by the Professors at Trinity College.

Of the original Faculty Doctors Hodder, Hallowell, Bethune, Beaumont, Fulton, Robertson and Kennedy have since died, and Doctor Geikie and Doctor J. Algernon Temple are still (1900) in charge of their professional duties. . . . The first graduating class in 1871 numbered thirty. The first Winter Session opened with a good attendance, fifty-seven having entered. . . . The beginning of the School was considered as most encouraging, and its prosperity has been continuous from then till now.

In 1877, the Ontario Government, sanctioned a change . . . in the terms of the affiliation of all Medical teaching bodies with Toronto University. The chief change made in 1877 was, that thereafter no Medical teaching body which formed part of another University could continue in affiliation. . . . The Faculty of Trinity applied for, with the consent of the University, and obtained, a special Act of Incorporation as an entirely independent Medical School under the name of Trinity Medical School (1877). This Act gave the School power to hold property; to conduct Medical teaching; to appoint Officers, Professors and Lecturers; to hold examinations and award honours. It gave it the right to affiliate "with any University, or Universities," and all other privileges enjoyed by any other Medical School in Ontario, including representation on the Medical Council, and on the Medical Council's Board of Examiners. . . .

The annual attendance at its various Classes continued for years at about from 250 to 300 Students from all parts of Canada, the United States, and other Countries. It is entirely self-sustaining, and never did better work than now. . . .

The Kingston Medical Faculty.—For a brief outline of the history of the Medical Faculty of Queen's University, Kingston, I am indebted to Doctor Fife Fowler, Dean of that Medical institution in Kingston in December, 1896. Early in the year 1854 . . . a petition headed by Mr. Robert Douglas was presented to Queen's College and the Medical profession of Kingston, praying them to establish a Medical Faculty in Kingston. The University responded favourably and gave permission to the new Medical Faculty to retain all graduation and registration fees, in full confidence that the best would be done to advance the cause of nigher education, while at the same time entailing no financial burdens on the University.

The Government of Canada, on application being made, and through the late Sir John A. Macdonald, gave an annual grant to the Medical School at Kingston. By the receipt of this grant the Medical Faculty was enabled to erect the commodious building it now occupies. . . .

The London Medical Faculty.—In 1878 Bishop Hellmuth obtained the Charter for the Western University. In 1882 a Faculty was organized. On the 1st of January following the class numbered five. In the year 1896-7 seventy were in attendance. The Faculty has been greatly enlarged and considerably changed since it began its work. The present Dean is Dr. W. H. Moorehouse, an old graduate of Trinity, to whom I am indebted for these facts. The success of this College so far has been quite encouraging.

The Ontario Medical College for Women.—This is now the only one of its kind in Canada. It was established in Toronto in 1882, mainly through the efforts of Doctor Michael Barrett, who was appointed its first Dean. In 1894 it was placed upon a more permanent basis, a good College building having been erected for its accommodation. Its name, too, was duly authorized by law. During the first Session it had but two Students. It is now, after fifteen years, well equipped and has a list of fifty Graduates and sixty registered Students. It is affiliated with Trinity University and with the University of Toronto, and is entirely self-sustaining.

III. MILITARY EDUCATION IN CANADA.

The Royal Military College of Canada, Kingston.

A Sketch prepared by Mr. W. S. Ellis, Principal of the Kingston College Institute.

When the four Provinces were, in 1867, formed into the Dominion of Canada, it was clear that a necessary part of the new national outfit must consist of the organization and support of those Institutions and agencies required in the administration of a State. Among these wants was that of a Military Establishment, extensive enough to command a reasonable observance of legal enactments, to protect the resources of the Country from pillage, and to preserve the frontiers from the depredations of outlaws. Such episodes as the "Trent Affair" and the "Fenian Raids" were not so far distant in time that men had forgotten the need for being prepared for defence in case either of war breaking out, or of the Raiders' hordes having to be met.

In the early years of the Dominion's existence it became evident that if the Militia Department were to render the service required from it, some means

would have to be found for educating and training Officers for the duties, both administrative and executive, that were likely to devolve upon them in a new Country. Among the plans proposed for overcoming this difficulty the one which commended itself to the Government of the day, as likely to yield the best results, was that which contemplated the founding of an Institution, staffed and equipped for the purpose of furnishing the instruction and training which the conditions required. The result was that in 1874 a Bill passed through Parliament, which made provision for the establishment of a College designed to impart "a complete education in all branches of Military Science, and in such civil subjects as are necessary to a thorough knowledge of the Military profession, to qualify Officers for Command and for Staff Appointments." On account of the special character of the work thus undertaken, it became necessary to supply Buildings and Appliances suitable for it. The first step in carrying out the new programme was the selection of a Site for the proposed College. This led to some discussion, as three places were named: Halifax, Quebec and Kingston, all with military and historic associations, were proposed as suitable locations. The choice fell to Kingston, and the old Navy Yard, which had played an important part in the War of 1812-14, again became active with the stir of men erecting the buildings and making the changes called for by the new conditions.

The Royal Military College was opened in 1876 with Colonel Hewett as the first Commandant. Admission to the College is obtained by examination, and those who stand highest on the pass list are selected for attendance; and, as they are chosen from the whole Dominion, the chances are very much in favour of the Entrants being well qualified for the work they have to undertake. The Course of Study extends over three years; and, as might be expected from the purpose of the College, the subjects of strictly military importance predominate in the Curriculum. Particular attention is given to physical exercises, systematically carried out, with the view of cultivating bodily development and endurance. Where the work of the College touches that of the civil professions, as in the case of Engineering, including Surveying, Railroad construction, Mechanics and applied Physics, the Staff makes a distinct effort to qualify the Graduates for such professional employments. This was one of the purposes in view at the time of the founding of the College, and it has not been neglected.

The Commandants have been Officers of the Imperial Army, chosen because of their qualifications for the special work in military education. The academic work of the College is in charge of civilian members of the staff; but, on the military side, the Instructors are generally British officers, who have been trained in the English Military Schools, and who have had experience in army life, so that they have practical knowledge of the subjects with which they have to deal. During attendance, the Cadets live in the College, wear uniforms, and are subject to the provisions of the Militia Act and of the King's Regulations regarding the Army. Some of the more important subjects of the Course of Study are: Mathematics and Mechanics, Geometrical Drawing, Descriptive Geometry, Surveying, Civil Engineering, Physics, Chemistry, English, French, Military Engineering, Artillery, Tactics, Mapping, Reconnaissance, Military Law and Administration. Judged by the time devoted to the various subjects throughout the Course Mathematics ranks first, Civil Engineering second, French third, Military Engineering fourth, Surveying fifth, and English sixth. It will thus be seen that the whole Course is ordered on the rational principle that professional training, to be effective, must be based on a sound educational foundation.

KINGSTON, 7th September, 1909.

The Historical Importance of Kingston as the Site of the Military College.

No observant Visitor to Kingston can fail to see in its spangle of Martello Towers, its old Buildings and its extended waterfront a hint of its storied past. Few, however, realize the important part which the Limestone City has had for nearly two and a half centuries in the history of this Country, making it rank in military importance next to Quebec itself. The history of the City is now told, as a connected whole, by Agnes Maule Machar, herself a distinguished resident Writer, in "The Story of Old Kingston." A most interesting story it is; one that is connected with every period of importance in the history of the Country from

LA SALLE.

the arrival and founding of the fort by Count Frontenac in 1673 almost to the present day. Although bearing in its early history the name Fort Frontenac, the Site was more immediately associated with La Salle, who settled there in 1675, was granted a considerable tract of land by Louis XIV. and occupied it as Seigneur for a number of years. Strangely enough, however, no memorial remains of La Salle, not even a Street being named in his honour.

Fired by the news of the discovery of the Mississippi by Père Marquette, Sieur de la Salle, a French Knight, then in Quebec, sought to reach China by way of Canada, and set out on an expedition for that purpose. His design was frustrated by an accident at a place since called Lachine, or China. He explored the Mississippi from its source to its mouth, in 1678-80. The Chevalier de Tonti and Père

Hennepin accompanied him; and together they constructed three vessels. Proceeding up Lake Ontario, they reached Niagara, where La Salle erected a palisade. Here they visited the great Falls, of which Father Hennepin wrote an elaborate description. Above the Falls, La Salle constructed another vessel, named the *Griffon*. In her the party traversed Lake Erie; and on their way to Lake Huron, La Salle named the intermediate lake "Ste. Claire." Having reached the southern part of Lake Michigan, he sent the *Griffon* back to Niagara with a cargo of furs, but the vessel was lost with its cargo. Having retrieved his losses, he set out again for the Mississippi. In April, 1681, he reached one of the mouths of the Great River; and, in honour of the event, he named the surrounding country Louisiana, after Louis XIV., and then took formal possession of it in the name of his Sovereign. Thus, after many discouragements, this notable event was accomplished by a French Colonist from Quebec. Owing to dissensions, he returned to Quebec, but soon after set out on his third expedition to the Mississippi, but on his way thither his companions mutinied, and put him to death, and afterwards quarrelled among themselves. Most of the survivors, in their efforts to return home, perished miserably, as a just retribution for their cruelty and crimes. Thus perished, in 1685, the noble de la Salle.

Kingston was thereafter actively connected with succeeding military and naval matters. In the War of conquest by Britain it was taken by General Bradstreet, being the first Canadian fort after Louisburg to fly the British flag. In 1783 the coming of the United Empire Loyalists changed its character for the future, and the green slopes of the surrounding shores yielded to the cultivation of the men who placed their loyalty to Britain above everything else. During the War of 1812, Kingston was a naval base, and its shipyards turned out many vessels whose guns were trained on the American invaders. In the Rebellion of 1837, the next time of stress, the chief effect was to stimulate the military feeling which was ever strong, and her loyal people were ready for weeks for any possible attack.

Otherwise Kingston has had a somewhat disappointing history. In 1792 Governor Simcoe was inaugurated there, his Legislative Council organized, the Writs issued for the Assembly, but a few weeks later he left Kingston and located his Capital at Niagara. In 1841 the City had a nearer approach to permanent fame, the first Parliament of the United Canada being opened there. The period as Capital, however, was short-lived, for, owing to the proximity of the frontier and the relative unproductiveness of the adjacent soil, from an agricultural standpoint, it was decided to move the Capital to Montreal. Following the War of 1812 much was expended on fortifications, but the military glory faded with the withdrawal of the British garrison in 1870. In recent years the City has been better known as an educational and industrial centre, and since 1876, as the seat of an important Military College.

Military Drill in the Public and Grammar Schools.

A Company of Model Grammar School Cadets having been organized in 1862, a Letter was received by the Chief Superintendent of Education from the Adjutant-General of Militia, stating that Arms and Accoutrements had been sent for the Company from Montreal. The following is a copy of this Letter:—

I have the honour to acquaint you that the Military Authorities of the Militia Department at Montreal have this day received instructions to forward to you forty Long Enfield Rifles and Sets of Accoutrements, with small Stores complete, for the

Corps under your official command in the Model Grammar School, and for which I request you will sign the enclosed blank Receipt. . . . . Therefore, as soon as the said Stores have been delivered to you, please forward them to this Department.

I am, at the same time, desired to draw your attention to Sections thirty-three and thirty-four of the Consolidated Militia Laws of the Province, and to Section four of the Amended Militia Law of 1862, respecting the custody of all Government Stores of every kind in charge of the Militia, and the responsibility of the Commanding Officer and all others entrusted with Government Arms and Stores.

QUEBEC, 22nd December, 1862. W. POWELL, Lieutenant-Colone

GOVERNOR SIMCOE.

(From "Lieutenant-Governors of Upper Canada," by D. B. Read, Q.C.)

To this Letter the Chief Superintendent replied as follows:—

"I desire to express to you my hearty thanks for the suggestions which you have made in regard to Military Drill, or gymnastics, in our Schools, whilst I cannot but admire the spirit which pervades your whole Letter.

"In the Schools immediately under my own oversight, Military exercises to a limited extent, under the name of Gymnastics, have for several years been introduced. Latterly in one of them formal Military Drilling has for some time been introduced. I shall submit the whole question to the consideration of the Government, with a view of having such exercises introduced into the Schools generally."

In the meantime the Chief Superintendent made the following suggestions for the guidance of the Teachers of the Public Schools and the Masters of the Grammar Schools in the matter:—

So much attention has during the last year been devoted to the subject of military drill in the Public Schools, both in England, in the Northern United States, and in Canada, that I have felt it desirable to call your attention to the subject.

The School Authorities in these several Countries have sought many ways to promote this patriotic object, and public opinion has more than sanctioned this innovation on the quiet routine of daily school life. Those who have given most prominence to this new feature in school management, have done so chiefly for two important reasons. The first reason is that Military Drill is designed to foster in the youthful mind a love of Country and its Institutions, and a disposition to defend them in the most skilful and effective manner to the very last. The other reason—which has a direct practical bearing upon the well-being of the School itself,—is, that nothing else is so well adapted to secure those habits of obedience and discipline in the Schools as Military Drill, *per se*.

Lately in discussing this matter with a prominent American Educationist he remarked that the introduction of Military Drill had already affected a most salutary change in the discipline of American Schools. Order had been more generally established in the Schools; and that fatal defect in American juvenile character,—disobedience and disrespect for authority—had received a most salutary check. Everywhere he had found that Teachers were most anxious to establish a system of Military Drill or Gymnastics in the School, not so much for military purposes as for its beneficial effects upon the discipline and *morale* of the School. The very habit of prompt obedience acquired by the pupils while under drill insensibly affected their whole conduct in the School Room, and rendered their government there comparatively easy and agreeable.

The subject of introducing Military Drill into our Canadian Schools has been more than once under the consideration of the Education Department for Upper Canada as well, we believe, as that of Lower Canada. In February last, a Letter was addressed to the Department on the subject, in which the writer said:

"The passing events of the day call forth the energies of minds capable of grappling with it. During this lull in the excitement on the war question, it strikes me that there might be something done in the way of preparatory drill in our already very excellent Common Schools.

"What I would suggest is, that an amendment be added to the present Common School Law, during the present Session of Parliament, making it one of the qualifications of male Teachers to learn the rudiments of Infantry Drill, either by joining a Volunteer Corps, or by attending the Normal School; so that the Teacher might be able to drill such of the youth of our country Schools as are above the age of ten years. It would be a very healthful, useful and lively exercise for them; and it is now certain that we must of necessity become a military Country for our defence. This plan would, I think, assist the Teachers in their School discipline. If it were carried into effect, we would see, in a few years, we should have great numbers drilled and prepared, at no additional expense to the Country, and ready on a very short notice for any emergency. I do not say they would be perfect in drill, but they might be taught to face right and left, to march, and to form fours deep; and being taught while young, they would never forget it hereafter.

"While writing, reflection brings to my mind the impulse of my youthful mind, about fifty years ago (about the time the French threatened to invade England), how warm I felt against them when I saw the English Volunteer Militia on parade at that time. The same ardour now animates my breast, for I go to drill every week, and have no doubt in my own mind of the same attachment of the youth of our Country to their native home if they are well trained and employed. I may remark that I saw the Students of the higher Schools at drill when I was young; and as the Common

Schools of our Country constitute the bone and sinew of it, why not prepare them for any future contingency which may arise in the Country. Perhaps by changing the name from Military Drill to some other, such as Military Gymnastics, it might be more favourably received throughout the Country."

I trust, therefore, that you will be able, in the Spring, practically to act upon these Suggestions.

TORONTO, December, 1862. EGERTON RYERSON.

NOTE.—In His Excellency's reply, he referred approvingly to what had already been done in the organization of a Cadet Company in the Model Grammar School, Toronto.

No further Letter on the subject having been received from the Government, the Chief Superintendent published the following information for the use of Trustees on the value of Military Drill in the Public Schools:*

The subject of Military Drill in our Grammar and Common Schools has so frequently been discussed by practical Educationists among us, and at Teachers' Associations and Conventions, that I have gathered together some information on the subject, which may be of special interest at this time. The question has also been under the consideration of the Government; and the Militia Department has authorized the formation of Drill Associations in most of our Colleges, higher Seminaries and Schools. It has also under consideration, we believe, a Regulation, requiring Drill to be taught in all Schools receiving public aid, as a part of its regular Course of Instruction. The subject of Elementary Military Instruction in the Grammar Schools—not drill merely—has also been provided for by the Legislature, in the Twelfth Section of the Grammar School Amendment Act of 1865, as quoted in my Letter on the subject to the Government. This Section of the Act introduces a new feature into the instruction to be given in our Grammar Schools, and will enable them to become feeders to some Canadian Sandhurst, or West Point, Military Academy, yet to be established. It does not relate to Military Drill in the Schools, but to a preliminary Course of Elementary Military Studies, such as Military History, Drawing, etcetera. No Regulations have yet been prepared on the subject. The Government purpose leaving the matter to the consideration of the proposed new Legislature of Upper Canada.

I here quote from a Lecture delivered before the Quebec Literary and Historical Society, by E. A. Meredith LL.D., one of the Assistant Secretaries of the Province. This able and instructive Address so thoroughly discusses the whole subject of "Military and Naval Drill" in our Schools, in connection with "Shorter School Time," that I give it almost entire. I would bespeak for this paper the careful consideration of Boards of School Trustees and Teachers:

SHORT SCHOOL TIME, WITH MILITARY OR NAVAL DRILL.

By E. A. Meredith, LL.D.

In 1860, a Royal Commission was appointed in England to report upon the state of Popular Elementary Education in that Country. The Commission included the names of many eminent educational Reformers, peculiarly qualified for a work of such national importance. . . .

No part of their able and voluminous Report is so suggestive, none so certain to bring about eventually a radical and permanent revolution in the whole system of education, as the communication, published in the appendix, addressed by Mr. Edward Chadwick to Mr. Senior. It is to this paper of Mr. Chadwick, and to a subsequent explanatory letter from him on the same subject, also addressed to Mr. Senior, that I am mainly indebted for the facts and arguments which follow.

* In a draft of a School Bill by Doctor Ryerson in a subsequent year he has inserted a Section in regard to Military Drill in the Schools.

The object of Mr. Chadwick's paper is to establish that in ordinary Public Schools too much time is devoted to Book instruction, too little to the Physical Training of the Pupil; that the mind is overworked—the body insufficiently exercised; that Book-work is generally prolonged much beyond the capacity of the Pupil, to the injury alike of his physical and mental powers. He further asserts that it is demonstrable, nay that it has been demonstrated by actual experiment, that by employing in the physical training of the Pupils, more particularly in systematic Military and Naval Drill, a portion of the time, now uselessly or hurtfully misspent, incalculable benefits, physical, moral, intellectual and economical, will result to the persons taught, and, as a matter of course, also to the nation.

Mr. Chadwick goes on to suggest a "first remedy for the evil of too much Book instruction, and too little time given to systematic physical training." He then proposes a second remedy for the evils of the present system, which he states is to be found in a proper course of Physical Training for the Pupil, including in that training (for Boys) regular instruction in Military or Naval Drill, or both.

It is almost needless to say that no system of Physical Education should supersede that voluntary physical training, those manly outdoor games which are the delight and glory of the school-boy: cricket, football, prisoner's base, and all such field games, are, in many respects, the very best possible physical training that a boy can have. But there are many Schools where such games cannot possibly be resorted to, and what shall we do with these? I think there is a tendency nowadays to overrate the value of artificial gymnastic exercises, and to mistake muscular strength for health.

To occupy a portion of the time taken from Book instruction, Mr. Chadwick advocates the introduction of regular Military or Naval Drill, as affording, under every aspect, the best kind of physical training for the Scholars.

Evidence in favour of the plan suggested.—The paper which was submitted by Mr. Chadwick to the Commissioners contains the evidence of a number of intelligent witnesses, principally School Teachers and Military men, most of whom speak as to the results produced in Schools, where the half-time system, accompanied by Military and Naval Drill, had actually been tried. That evidence Mr. Chadwick triumphantly appeals to as establishing conclusively the great value of Military Drill, whether regarded with reference to: 1st, The present welfare of the individual Pupil; or, 2nd, The interests of the nation.

As to the first head he holds that the evidence shows that the new system is attended with the following sanitary, moral, and economical benefits to the individual pupil. We quote Mr. Chadwick's words:—

1. *Sanitary.*—That the Drill is good, (and for defective constitutions requisite,) correction of congenital bodily defects and taints, with which the young of a very large proportion of our population, especially the young of the poorer town populations, are affected; and that for these purposes the climbing of masts, and other operations of the naval drill, and swimming, are valuable additions to the gymnastic exercises of the Military Drill, and, when properly taught, are greatly liked by Boys.

2. *Moral.*—That the systematized Drill gives an early initiation to all that is implied in the term discipline, videlicet, duty, order, obedience to command, self-restraint, punctuality, and patience.

3. *Economical.*—That it is proved, when properly conducted by rendering the action prompt as well as easy, by giving subsequently, promptitude in concurrent and punctual action with others, and adding, at a trifling expense, to the efficiency and productive value of the Pupils as labourers, or as foremen in after life.

Mental gain.—As to mental gain, Mr Chadwick clearly brings out this point. "A Boy," he says, "who has acquired the same amount of knowledge in one-half the time of another Boy, must have obtained a proportionately superior habit of mental activity."

Interest of the Nation in the matter.—Mr. Chadwick argues that the general introduction of the Drill is called for, and will be of the same use as was of old the parochial

training* to the use of the Bow. He holds that it is proved on the practical evidence of Officers engaged in the drilling of soldiers:—

1. That Military and Naval Drill are more effectively and permanently taught in the juvenile stages than in the adolescent, or adult, stages.

2. That at School it may be taught most economically, as not interfering with productive labour; and the whole juvenile population may be drilled completely in the juvenile stage, as economically as the small part of it is now taught imperfectly on recruiting, or in the adult stage.

3. Juvenile drill, if made general, will accomplish better the object even of the militia; that the juvenile drill will abate diffidence in military efficiency, and will tend to the improvement of the ranks of the regular force, whether naval, or military, and will produce an immensely stronger and cheaper defensive force than by the means at present in use, or in public view.

And, finally, that the means of producing this defensive force, instead of being an expense will be a gain to the productive power and value of the labour of the Country.

Influence on the Discipline of Schools.—We have not noticed, hitherto, the influence of the new system upon the morale and discipline of Schools. On this head there is a singular unanimity among the Masters of the Schools where the experiment has been tried. They all consider the Drill as an invaluable help to them in enforcing the ordinary School discipline. And they ascribe the usefulness of drill in this particular to the habits or order, punctuality, of prompt, unquestioning, obedience, and of respect for their superiors which the Boys necessarily acquire during their lesson in drill.

Sir Francis Bond Head gives his opinion on the moral value of drill in very characteristic and forcible language: "The dull sounding, but magic little words of command—'Eyes right!' 'Eyes left!' and 'Stand at ease!' 'Attention!' etcetera, instil into the minds of a lot of little Boys, the elements, not of war, but of peace. By learning to be subservient not to their own will, but to the will of others, they become fit in every possible department to serve their Country. . . .

In his Annual Report for 1865, the Chief Superintendent of Education thus refers to the subject of Military Drill in Schools: —

It is a well-known maxim, that "To be prepared for war is one of the most effectual means of preserving peace." The events of the last four years have drawn the attention of the Legislature and of the whole Country to this important subject. Military Exercises to some extent have formed a part of the Gymnastic instruction in the Normal and Model Schools; but, during the last two years, a Military Association has been formed among the Teachers-in-Training in the Normal School, and the Government has furnished them with the requisite Arms, on application, through Brigade Major Denison, who has visited, inspected and encouraged them with his usual skill and energy. The Board of Common School Trustees in the City of Toronto, (as may be seen by referring to the Report of their Local Superintendent,) have, with praiseworthy intelligence and public spirit, introduced a regular system of Military Drill among the senior male Pupils of their Schools. The Board of Trustees in Port Hope have done the same. The extracts from the Report of the Board of Trustees of the City of London, C. W., show the admirable measures adopted for introducing Military Drill among the Pupils of their Central School, and the great success of it. The system of Military Drill can be introduced into the Schools of all the Cities, Towns, and Villages in Upper Canada, and perhaps in some of the larger Rural Schools; and the military training of Teachers in the Normal School, together with the large number of Persons who are being taught and certificated in the Government Military Schools, afford great

* It is perhaps not generally known that up to the end of the Fifteenth Century, and even later, archery formed part of the ordinary education of the Boys of England, and was practised at many Public Schools. The last Act by which Boys were required to be taught archery was passed in 1541.

facilities for making Military Drill a part of the instruction given in the Grammar and Common Schools referred to.

In the neighbouring States this subject is engaging the anxious attention of the Government and Legislature; the Military Drill is likely to become a part of the System of Education in all of the Public Schools of their Cities and Towns. The Legislature of Massachusetts, at its last Session, passed a Resolution directing the State Board of Education "to take into consideration the subject of introducing an organization of Scholars, about the age of twelve years, for the purpose of Military Drill and discipline." The Board appointed a Committee, (of which the Governor of the State was Chairman), to investigate the subject, and to enquire into the result of an experiment which has been tried for two, or three, years in one of the Towns of the State—the Town of Brookline. The result of the enquiry is thus stated:—

"The Boys in the older Class can already be selected from their playmates by the improvement of their forms. Habits of prompt, instant and unconditional obedience are also more successfully inculcated by this system of instruction than by any other with which we are acquainted. A perfect knowledge of the duties of a Soldier can be taught to the Boys during the time of their attendance at the Schools, thus obviating the necessity of this acquisition after the time of the Pupil has become more valuable. A proper system of Military instruction in the Schools of our Commonwealth would furnish us with the most perfect Militia in the World; and we have little doubt that the good sense of the people will soon arrange such a system in all the Schools of the State."

The Committee adds the following remarks, which are applicable to Upper Canada as they are to Massachusetts:—

"The Public Schools are maintained at the public expense, in order to prepare youth for the duties of Citizenship. One of these duties is to aid the defence of the Government whenever and however assailed. Surely, then, there is no incongruity, no want of reason, in introducing into the Schools such studies and modes of discipline as shall prepare them for the discharge of this, equally with other duties which the Citizen owes to the State."

Good Effect of Military Drill in the Schools.

In a Letter to *The Mail and Empire,* Mr. James L. Hughes, Chief Public School Inspector, Toronto, says:—

Having an experience of 34 years in noting the effects of military drill on the Boys of the Schools of Toronto, I have no doubt whatever of its great value in defining the powers of the Boys as individuals, and in qualifying them to take their part properly in performing their duty to their Country as defenders, should they ever be required to do so.

I believe in Military Drill for all Boys for the following reasons:—

1. Boys like drill. During the period of adolescence their moral natures may be developed by drill more definitely than by any process of teaching. The fact that they like it proves that it is adapted to their development.

2. It develops them physically, and gives them freedom and grace of step, and a manly and dignified bearing.

3. It trains them to be responsively obedient.

4. It reveals the need of individual training, and the value of individual effort to the Boys. Each member of a Company knows that the perfection of his Company depends on the work of each individual Boy. He knows also that his failure brings discredit on his Company.

5. It defines, in the Boy's mind, a consciousness of the need of co-operation. There are just two ways in which this may be learned—by play and by drill, or some other form of work in which the Boy co-operates with his fellows in the achievement of a clearly defined purpose. The true ideals of social unity and social relationship cannot

be communicated in a vital way to children by words. They must be defined by action. There is no other form of co-operative activity that so clearly reveals to a Boy the need of his best efforts in harmony with his comrades as drill. The men who most commonly oppose drill in Schools, oppose a vital method of developing their own ideals.

6. It develops a Boy's genuine patriotism, not an arrogant, or offensive consciousness of national importance, but a genuine faith in himself and his Country. When a Boy wears his Country's uniform, and follows his country's Flag, and keeps step to the patriotic music of his Country, he gets a real patriotic spirit in his heart and life. Such a spirit is one of the basic elements of a strong and balanced moral character.

7. When a Boy learns Drill in his youth he is ready throughout life to take his place creditably in the ranks of a Company, or Regiment. He cannot forget his drill. It is not something he memorizes, or he might forget it. He learns drill by doing, and so it becomes second nature to him.

8. Drill makes Boys executive, and executive training is the highest training. The Schools of the past have failed in defining executive power more than in any other way.

9. The idea that Drill will make a Boy quarrelsome, or antagonistic, in his attitude towards other Nations is entirely erroneous. Those who have had experience know that Drill develops no such ideals in a Boy's mind, or such tendencies in his character. It adds to his faith in himself and his Country, but genuine faith is never "bumptious."

I sincerely hope that the Boys of the whole Empire may be encouraged in every legitimate way to learn Military Drill for their own development, and to qualify themselves for their duty as citizens.

TORONTO, April 16th, 1909.

In 1879 the following Circular was issued by the Minister of Education for the information of the Boards of High Schools and Collegiate Institutes, with respect to associations for Drill therein:—

1. In conformity with the provisions contained in Section 58 of the Dominion Act, 31 Victoria, Chapter 40, and the General Orders of the Militia Department at Ottawa, dated 25th July, 1879, associations or companies for the purpose of Drill are authorized to be organized, under the Militia Department, in certain Educational Institutions of the Dominion, the number in the Province of Ontario being limited to 34, and to Universities, Colleges, Normal, and High Schools.

2. These Companies will be instructed in Military Drill and Training only, and will not be employed in active service.

3. Rifles and accoutrements will be furnished where the Company in each institution is not less than 40 of the regular students therein.

4. The services of a Drill Instructor will be supplied by the Dominion Government for one month in each year, divided into two parts if desirable, and at such times as will be suitable to the circumstances of each Company and the convenience of the Institution.

5. Each Institution desirous of taking advantage of this Act should make application to the Adjutant-General's Department, through the Deputy Adjutant-General of the District within which the Institution is situate, and may now be made as soon as convenient.

6. The Deputy Adjutant-General will furnish such further information as may be desired.

7. The importance of this subject, and the advantages thus offered to the schools under this Department, make it desirable that the necessary action should be taken at once by such whose circumstances will permit of a compliance with the conditions of the Regulations of the Militia Department.

TORONTO, 24th September, 1879. ADAM CROOKS, *Minister of Education.*

LORD STRATHCONA'S MUNIFICENT GIFT OF $500,000 FOR THE PROMOTION OF PHYSICAL AND MILITARY TRAINING IN THE SCHOOLS OF CANADA, 1909-1910.

Strathcona Military Trust was founded by Lord Strathcona in March, 1909, for the purpose of encouraging and promoting the physical and military training (including practice in Rifle Shooting) of the youth attending the Public Schools in Canada. The total sum of $500,000 was given by him with the object of securing an annual grant to be distributed to the Provinces which established Schools of Physical and Military Training in terms of the trust.

A unanimous vote of thanks was tendered the Donor by the House of Commons at Ottawa in accepting the gift.

In his Letters to the Minister of Militia, on the subject, he stated that his object was not only to help to improve the physical and intellectual capabilities of the children by inculcating habits of alertness, orderliness and prompt obedience, but also to bring up the Boys in patriotism and to a realization that the first duty of a free citizen is to be prepared to defend his country, and the girls were to receive appropriate physical training.

Lord Strathcona also said that the Dominion at the present time, and for many years to come, can hardly hope to be able to give so long a period of training to her military forces as by itself would suffice to make them efficient soldiers, but if all the Boys had acquired a fair acquaintance while at school with simple military drill and rifle shooting, the degree of efficiency which could be reached in the otherwise short period which can be devoted to the military training of the Dominion forces would, in my opinion, be enhanced. I will only add that I should prefer that for the present at least the whole of the money grant should be devoted to those educational establishments which are maintained entirely out of public funds. I think further that the administration of the fund should be such as to enable both sexes, whether Teachers, or Pupils, to share in the rewards, and that the allotment of the money should be so made as to afford an inducement both to the Teachers to instruct and to the pupils of both sexes to perfect themselves in the training desired.

Among the conditions of receiving aid from the Strathcona Grant are the following:—

Physical Training shall form an integral part of the curriculum of every School, or public educational establishment maintained mainly out of Public Funds, at which a Teacher, holding a certificate other than those of the lowest grade, is employed.

The Education Department to encourage the formation of Cadet Crops, including the practice of Rifle Shooting by the older Boys.

All Teachers, except such as are physically unable to qualify themselves, to instruct in Physical Training, so that in every School there shall be at least one Teacher capable of imparting the necessary instruction.

The Militia Department will afford to Teachers the necessary instruction in Military drill required to enable them to become Officers of Cadet Corps, and will pay to such qualified Teachers the authorized grants as Instructors of Cadet Corps, and will supply these Corps with arms and equipment.

The Federal Government has taken over the whole amount from the Trustees of the Fund, and has guaranteed interest at four per cent. per annum, thus giving an annual amount of $20,000 to be administered by the Strathcona Trust Fund Board under the conditions of the original donation.

The Committee for Ontario will consist of seven Members, there being still to be nominated three civilian Members, who will be named by the Minister of Education for the Province.

The Military will be represented on the Committee by Brigadier-General W. H. Cotton, D.O.C., who acts as Chairman by virtue of his position; other Military men will be appointed.

The Province of Nova Scotia has for some years had an arrangement with the Military Department for the teaching of drill and physical training in the Public Schools of the Province. Ontario, New Brunswick, Prince Edward Island, Saskatchewan and British Columbia have already agreed to enter into a similar arrangement. Alberta will do so soon.

In the McGill University of Montreal there is a Department of Military Engineering, and also a Director of the Gymnasium. Physical Training receives attention in most of the Colleges, and in some of the Schools. The newly established Naval College at Halifax will be opened this month. The initial Class will be composed of those who passed the entrance examination in November, and will number 25. The Cadets will train on the Cruiser *Niobe*.

Operation of Strathcona Trust Explained to Teachers.

Very interesting explanatory Addresses were delivered in Toronto in March, 1911, by Captain Borden, Colonel Reid and General Cotton on the operation of the Strathcona Physical and Military Training Course.

Captain Borden, the Director of Physical Training for Nova Scotia and New Brunswick, under the Strathcona Trust, explained the working of the Trust in these Provinces. There were three agencies connected with the general introduction of Physical Training in the Schools—the Education Department of the Province, the Militia Department of Canada, and the Strathcona Trust. The Strathcona Trust provided money for trophies for the most proficient Schools in each County. For the present year, the share of Ontario was $1,000. Next year it would be about $7,000. The Militia Department provided the necessary Instructors in Physical Training for Normal Schools, for Summer Schools, and for Cities when requested to do so by the Education Department. The Education Department in each Province made the arrangements for Physical Training by providing a place for it on the the Course of Study, by organizing Summer Schools, and by directing the work through its Inspectors. A Text Book recently issued by the Education Department in England for use in the English Schools has been adopted by all the Provinces of Canada, and the Strathcona Trust would present a copy to every School in the Dominion.

Colonel Reid, of Australia, gave a very clear explanation of the Cadet System of Australia.

General Cotton presided at the Meeting, and he showed the relationship between the Strathcona Trust and the Local Committee for each Province. A Subcommittee consisting of Colonel Fotheringham, Toronto; Colonel Logie, Hamilton, and Chief Inspector Hughes, is preparing the general plan for Ontario for awarding the Trophies for Physical Training, Cadet drill and Rifle shooting. Of

the $4,000 coming to Ontario from the Strathcona Trust $2,000 will be given for Physical Training, $1,400 for drill, and $600 for Rifle shooting. Part of the fund will be given to High Schools, and part to Public Schools.

IV. REPORT OF AN INQUIRY IN REGARD TO SCHOOLS OF TECHNICAL SCIENCE IN THE UNITED STATES, 1871.*

Early in 1871 the Government decided to take steps for the establishment of a College of Technology, or School of Science, and, as a preliminary step, appointed a Commission to make inquiries on the subject in the United States. For this purpose the following Commission was issued as follows:—

I hereby appoint and instruct the Bearers of this Letter, J. George Hodgins, Esquire, LL.D., of Toronto, Deputy Superintendent of Education for Ontario, and A. Machattie, Esquire, M.D., F.C.S., of London, Ontario, to proceed to the United States for the purpose of inspecting and reporting upon any Technical or Science School, or College, there established, as to their Buildings, Departments of Study and general Appliances.

I shall esteem it a favour conferred if the Principals, or other Authorities, of such Schools, or Colleges, will afford them the requisite facilities for the prosecution of their inquiries.

JOHN CARLING,
Commissioner of Public Works for the Province of Ontario.

TORONTO, 12th January, 1871.

ACCOMPANYING LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION FOR ONTARIO.

I have the honour to state that J. George Hodgins, Esquire, LL.D., and A. Machattie, M.D., F.C.S., the Bearers of this Letter, have been deputed by the Government of this Province to enquire into the nature, Management and Operations of the several Scientific Institutions of the United States, and especially those relating to Technical Education in connection with Mechanics, Manufactures and Agriculture.

I desire, therefore, to recommend them to the kind attentions of Managers and other Gentlemen connected with those Institutions in the United States.

[Seal] EGERTON RYERSON,
Chief Superintendent of Education for the Province of Ontario.

TORONTO, 12th January, 1871.

REPORT OF DOCTORS HODGINS AND MACHATTIE ON TECHNICAL EDUCATION, OR SCHOOLS OF INDUSTRIAL SCIENCE, IN CERTAIN PORTIONS OF THE UNITED STATES.

To the Honourable John Carling, M.P.P., Commissioner of Public Works and Agriculture, Province of Ontario.

The Undersigned, having been deputed by your Department "to proceed to the United States, for the purpose of inspecting and reporting upon any Technical, or Science, Schools, or Colleges, there established, as to their Buildings, Departments of Study, and general Appliances," beg leave to report as follows:—

* In 1910 the Dominion Government issued a Commission with a view to ascertain what efforts are being made to introduce Technical Training in the Schools of the several Provinces. The result of the Inquiry will be given as soon as it is published.

1. Our inquiries and observations were devoted to the following important Institutions in the United States:—

(1) The Lawrence Scientific School (Harvard University, Cambridge, Massachusetts).

(2) The Massachusetts Institute of Technology (City of Boston, Massachusetts).

(3) The Free Institute of Industrial Science (City of Worcester, Massachusetts).

(4) The Sheffield Scientific School (Yale College, New Haven, Connecticut).

(5) The School of Mines (Columbia College, New York).

(6) The College of Chemistry, Physics, Mechanic Arts, etcetera (Cornell University, Ithaca, New York).

(7) The Rensselaer Polytechnic Institute (City of Troy, New York).

(8) The Cooper Union of Science and Art (City of New York).

2. It is worthy of note that four of these important Institutions exist in one State, that of New York, three in the State of Massachusetts, and one in Connecticut. These States form the great manufacturing and industrial centres of the Union.

3. With a view to obtain the fullest information in regard to each Institution visited, we agreed upon the following plan:

(1) Personally to inspect the Institution, its Lecture Rooms, Laboratories, etcetera.

(2) To take a sketch, or note, of everything of interest bearing upon our inquiries, which we might observe in each Institution, and to get information in regard to the Systems of Heating and Ventilation.

(3) To procure Plans of Buildings, and copies of the Reports of Institutions visited, or other Documents of value on the subject of Technical Education.

(4) To obtain from the Heads of the Institutions visited, replies to a series of Questions which we had previously drawn up for this purpose. The answers to these Questions will be incorporated by us in the text of this Report.

4. Every facility was freely afforded to us by the Heads of the Institutions visited to obtain full and satisfactory information on the subjects of our inquiry.

5. We deem it desirable, as a preliminary, to condense in a brief form the following financial items of information in regard to the Institutions visited:—

I. Cost of the Buildings, Fittings and Apparatus.

No.	Name of Institution.	Original Cost of Building.	Original Cost of Fittings.	Original Cost of Apparatus, etcetera.
1	Lawrence Scientific School, Harvard College	$30,000 An old building	Uncertain	Uncertain
2	Sheffield Scientific School, Yale College	$100,000	Uncertain	$15,000
3	Massachusetts Institution of Technology, Boston	$290,000	$10,000	$15,000
4	School of Mines, Columbia College, New York	$80,000 Temporary buildings	Uncertain	$25,000 Minerals, $3,000 add'nl
5	Institute of Industrial Science, Worcester, Massachusetts	$67,000 Workshop, $30,000	$5,000	$5,000
6	Rensselaer Polytechnic Institute, Troy, New York	$40,000	$5,000	$8,000
7	College of Chemistry, Physics, etcetera, Cornell University, New York	$300,000 A proportion only	Uncertain	$25,000
8	Cooper Union for Science and Art, New York	$630,000	$6,000	$10,000

II. Professors, Students' Fees, Etcetera.

No.	Name of Institution.	Instructors: Professors.	Instructors: Instructors.	Instructors: Total.	Students. Minimum ages, 16 and 18 years. Numbers.	Fees per annum.
1	Lawrence Scientific School, Harvard College	8	3	11	35	Chem. $200 Eng'eer 150
2	Sheffield Scientific School, Yale College	21	1	22	125	150
3	Massachusetts Institute of Technology, Boston	18	14	32	240	150
4	Industrial Science School, Worcester, Massachusetts	4	2	6	80	100
5	School of Mines, Columbia College, New York	8	12	20	150	200
6	Rensselaer Polytechnic Institute, Troy, New York	9	2	11	150	200
7	Cornell University, Ithaca, New York	12	..	12	150(?)	45
8	Cooper Union, New York	3	21	24	1280	None.

A National Fund for the promotion of Scientific education was created by an Act of Congress, passed in 1862. To each State was apportioned a quantity of public Land, equal to 30,000 Acres, for each Senator and Representative in Congress. The object of the Grant was to provide in each State of the Union for "the Endowment, support and maintenance of at least one College, where the leading object shall be, (without excluding other Scientific and Classical studies, and including Military Tactics), to teach such branches of learning as are related to Agriculture and Mechanic Arts, in such manner as to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

III. Course of Study in the Various Institutions Visited.

6. The Course of Study in each of the Institutions visited embraced the subjects of Mathematics, Chemistry, Natural Philosophy, Drawing, Civil and Mechanical Engineering, and the Modern Languages. In the great majority of cases four years was the period allowed to complete the Course—two years preliminary, and two years professional; so that Graduates of Colleges were only required to pursue the professional course of two years.

IV. Subjects to be Taught in the Proposed Canadian Institution

7. As to the subjects which should be taught in the proposed College of Technology, or School of Practical Science for Ontario, we may state that the following are regarded as essential to the usefulness and efficiency of any Institution of the kind proposed.

(1) *Pure and Applied Mathematics.*—This department should include Mathematics proper, Natural Philosophy, Civil, Military and Mechanical Engineering and Surveying. To render the teaching in this department efficient, the Students should be required, among other things, and as part of their regular instruction, to visit with their Professor, or his Assistant, the larger Engineering or Manufacturing Establishments. In vacation time, Mining Students should be taken, if possible, on excursions to convenient Mining Districts. The Engineering Students should be required to undertake practical Surveys of a given section of Country for Railway or other purposes.

(2) *Architecture and Drawing.*—This Department should embrace Free-hand, Architectural, Engineering and Topographical Drawing, with Plans, Sections, etcetera.

(3) *Pure and applied Chemistry.*—This department should include Organic and Inorganic Chemistry; Chemistry as applied to the Industrial Arts, and to Mining and Metallurgy.

(4) *Natural Science.*—This department should include Geology, Mineralogy, Zoology and Botany, and their industrial applications.

(5) *Modern Languages.*—The only two which are essential to be taught in this department are the French and German languages, as so large a proportion of the best works on Scientific Literature is written in French and German.

8. We would recommend that the number of Teachers should at first be small; and that each Teacher should instruct in all departments of his particular subject until experience shows in what branches of Study increased assistance may most profitably be employed. . .

9. The kind of instruction, and the method of giving it, should be as practical as possible. As a rule, Students of special subjects only are not considered desirable. . .

V. Character and Cost of the Proposed Buildings.

10. We have had in all our enquiries especial reference to the character, cost and convenience of the proposed Building for this Province. After a careful consideration of the whole subject,—looking at what has been done, and what has been deemed essential elsewhere, and fully appreciating the wants and necessities of our own people—we do not think that it would be desirable or expedient to erect a Building capable of accommodating less than from 120 to 150 Students, or providing for less than the five departments of instruction, which we have enumerated,—three of which to be established at once, and the other two subsequently.

11. Under the system which we recommend, the Professor of Mathematics should be prepared to instruct Students of Architecture and Civil, Mechanical and Mining Engineering in those branches of pure and applied Mathematics and Natural Philosophy which individually they require. The Professor of Chemistry must teach the elements of Chemistry and its applications to any particular Industrial pursuit; and the Professor of Drawing should also suit his instructions to the end which Students have in view. Of the Natural Sciences, Geology, Botany and Zoology, prominence must be given to one, or all, according to circumstances.

12. By such a Course of Instruction, as here sketched, provision is made for the Professional Education of Architects, Civil, Mechanical and Mining Engineers, Chemists, Metallurgists and Teachers of Science.

13. An Institution of the capacity indicated—including a main Building, and detached Laboratories, besides providing for Heating, Ventilation, Fittings, Furniture, Apparatus, Models of Machinery, Architectural and Drawing Models, Chemicals, Books for the professional Library of the Instructors, etcetera—could be provided at a cost not exceeding $50,000.

14. For convenience we give the following approximate Statement of the proposed capacity, cost, etcetera, of the projected Institution:—

(1) The Main Building for Instruction, Designed to Accommodate from 120 to 150 Students	$25,000
(2) Detached buildings for Chemical Laboratories	5,000
(3) Steam Heating and Ventilation	5,000
(4) Fittings and Furniture for Rooms and Laboratories	6,000
(5) Apparatus and Chemicals	4,000
(6) Mechanical Models	3,500
(7) Professional Library for Three Professors	1,500
	$50,000

VI. Estimated Annual Expenditure.

This we can only estimate in general terms at from $12,000 to $15,000 per annum, as follows:—

(1) Salaries of three Professors and Servants, etcetera.....	from $7,000	to $8,000
(2) Apparatus, Chemicals and Models	from 1,500	to 2,000
(3) Fire, Water and Light	from 2,000	to 2,500
(4) Repairs and Furnishing, etcetera	from 800	to 1,000
(5) Contingencies, Printing, etcetera	from 800	to 1,000
	$12,100	to $14,500

VII. Construction of Buildings for a Technical College, or School of Science.

15. We have obtained Plans of the latest and best constructed of the Technical Schools which we visited, and have also taken notes of many details of construction and arrangements. These can be placed at the disposal of the Architect, who may prepare the Plans of the proposed Building. There are a few suggestions in regard to the interior arrangement of the Building which we would desire to offer, as follows:—

(1) The proposed Building should be detached; and, in its size and construction, care should be taken to provide abundance of light in all the Rooms.

(2) In order to promote a thorough system of Ventilation, as many flues as possible should be inserted in the interior and exterior walls. They should, as it were, be honey-combed with flues. These Wall flues should terminate in main flues, leading to the top of the Building; or, if desirable, in the Chimneys, proper precautions against Fire being taken. The great defect complained of in every Institution which we visited was its imperfect Ventilation, and the nearest approach to a satisfactory solution of the question of thorough Ventilation was reached in those Buildings which, in their construction, had been abundantly supplied with Ventilating flues, with openings at the top and bottom of the Rooms.

(3) Closely connected with the Ventilation is the Heating of the Buildings. The result of our inquiries in this direction showed that the best and most successful plan adopted was that which combined the main features of the Hot-air and Steam Heating Systems. In combining these two systems, the plan most in favour at present is to construct a series of Steam Coils in a Chamber sufficiently large, into which pure Air from without is constantly introduced. This Air, being heated by the Coils, is forced, by means of Fans or other mechanical appliances, through Flues into the Rooms to be heated, and there, having served its purpose, is, as it becomes impure, conveyed away by means of the Ventilating flues. To supplement this system, it has been found most desirable to have a small auxiliary Steam Coil in each Room, which may be turned on, or off, at the pleasure of the Occupants.

(4) Each of the Lecture rooms should be provided with an Ante-Room to serve as a Study, or otherwise, for the Professors; and in it should be placed a small Library of professional Books bearing on the particular subject taught in the Lecture Room.

(5) The Rooms for Drawing should be placed in the upper Story of the Building. The entire flat could be made available for the Drawing Classes by running a partition down the centre of the room, and lighting each division of the Room, partly by means of a Sky-light, and partly by means of a Window near the Ceiling—forming a continuation of the Sky-light at the top—the Drawing Tables being arranged so that the light should come from the left at an angle of about 45°.

(6) Black-boards are an essential feature in a School of Technology. No Lecture Room is complete without them; but they are not necessary in the Rooms for Drawing, as the work is done on Drawing-boards, etcetera.

(7) The Laboratory working Tables for Students should be constructed on the alcove system between the Windows, and placed at the sides of the Rooms, and not in the middle.

(8) A Room for Models of Machinery and other Mechanical Contrivances, as well as for Architectural Models, should be provided. This Room should be large enough to permit of easy access to the Models by the Students, for the purpose of sketching and drawing them. Such a Room, with a good collection of enlarged Models of Machinery, would serve as a substitute for Machine Shops (without involving their expense), especially if it had also specimens of Tools, Lathes and other appliances of useful handicraft, etcetera.

(9) As a counterpart to this Room for Models, there should be one for a collection of Mineralogical and Metallurgical specimens and Models of Crystallography. If these collections of Models and specimens could be placed on the same floors as the respective Lecture Rooms devoted to Mechanics, Metallurgy, etcetera, and be connected with them, the convenience and completeness of the arrangement would contribute largely to lessen the labours of the Professor, while easy access to the Models, etcetera, would promote the progress and efficiency of the Classes.

(10) At the sides of the Lecture Rooms and behind the Platform it would be a great convenience to construct (in most of the Lecture Rooms) Glass Cases, in which to arrange the Apparatus, and keep it from dust when not in use. The neatness and economy of such an arrangement would amply repay the Institution for the original cost of the Cases, and would ensure the care and safety of the Apparatus, a good deal of which, being fragile in its nature and delicate in its construction, would suffer greatly from exposure or carelessness.

(11) A large public Lecture, or Examination, Hall, with suitable convenience for a Lecturer, is an essential feature in an Institution of this kind. In such a Hall popular evening Lectures on practical Scientific Subjects might be given, at which Persons engaged during the day might attend. Such a Hall would also be useful for Examinations, or for any public exercises connected with the Institution.

(12) Finally, plainness, combined with neatness and convenience, should characterize the entire Building. No unnecessary ornament, or decoration, should be used; but every part of the Building should have a practical adaption to the purposes for which it is designed. On this and other points we have obtained detailed information, which may be of service when the Plans are being prepared.

VIII. Admission to the United States Institutions—Vacation.

16. The minimum age at which Students are admitted to the several Institutions we visited was from 16 to 18 years. In all cases they were required to pass a prescribed Examination, chiefly in Arithmetic, Algebra, Geometry, English Grammar and Geography.

17. A first supply of Apparatus and Chemicals was usually given to each Student: subsequent supplies had to be paid for at cost prices, while breakages were at the risk of the Student, who was required to pay for them.

18. The School Term in each of the Institutions visited generally extended from July, or August, to September, or October, giving to the Students a Vacation of about two months in Summer, so as to visit Industrial Establishments, and an interval of two weeks, or more, at Christmas.

IX. Discipline in the United States Institutions.

19. In regard to the question of daily Discipline among the Students of the Institutions which we visited, the invariable reply was that it was of the simplest kind. The young men were of that age and character which required little more than an appeal to their ambition and their honour. This, and the fact that their continuance in the Institution depended upon their daily application and individual progress, had a sufficiently salutary effect upon them to ensure good conduct, and a desire to conform to the Rules of the Institution.

X. Mode of Teaching, Examinations, Etcetera.

20. In most of the Institutions visited, the mode of teaching was by conversational Lecture, combined with a daily system of questioning on the Lesson of the preceding day. The Students were required to take notes of a certain class of Lectures; but, where practicable, Blackboard Exercise on the part of the whole Class was invariably the chief feature of the daily exercise, or "recitations" of Students. This was followed by a brief explanation of the Lessons for the next day. At the end of each half year the Students were subjected to a rigid Written Examination, followed, in many cases, by an Oral one, designed to test more fully the personal knowledge of the subject on the part of each individual Student. The result of the half-yearly Examination determined the Status, as well as the continuance, in the Institution of the Student, and thus a healthy stimulus was kept up throughout the whole Course.

XI. Admission of Females to these Institutions.

21. In none of the Institutions visited were female Students admitted. To the popular Evening Classes and Lectures, however, in some of them they are freely admitted. Those reported in attendance at the Massachusetts Institutions, during the time of our visit, were chiefly School Teachers, who were fitting themselves for employment as Instructors in Drawing and Chemistry in the Public Schools of that State.

XII. Management and Government of the Proposed College.

22. It now remains for us to make some general observations, the result of the information received during our inspection of these Institutions.

23. We are naturally led to consider, in the first place, whether, or not, Technical Schools in the United States have been an assured success. To this question we can give an almost unqualified answer in the affirmative; for although there are cases in which the result has been a partial, or complete, failure, this is invariably attributed by those who possess experience on the subject to the organization and government of the School, and not to the character of the education given in it. We have had the strongest testimony as to the necessity of keeping Institutions for Technical Education entirely apart from, and independent of, any other Literary, or Scientific, Schools, or Colleges.

24. On no point was the testimony at the Institutions we visited more clear, distinct and uniform than that the proposed School of Practical Science should, in its teaching and management and government, be kept entirely distinct from any other Institution. The more efficient the Institution to which it might be attached, the more certain would be the failure of the School. Even at the two distinguished American Universities of Harvard and Yale, where scientific Schools exist, their efficiency and success is just in proportion to their entire practical separation for teaching and other purposes from the other parts of the University.*

25. At Columbia College, too, the scientific part of that University, (the School of Mines), is situated at quite a different part of the City from the rest of the College; and it is chiefly taught and managed by a different set of Professors, etcetera, from those connected with the College proper.

26. There are one, or two, facts connected with this subject which we think worthy of your consideration, and which will tend to illustrate our meaning more clearly:—

(1) Schools of Technology are *sui generis*. Their chief specialty is, in the highest sense, "Object Teaching,"—or teaching by illustration and practice. They require

*A pamphlet issued at Yale, on the relations of the Colleges to the University, states that "The Classical, or Academic, and the Scientific departments (ordinarily called Yale College, and the Sheffield School of Science) are distinct Colleges for the Undergraduate Students of the University—distinct in Teachers, Scholars, Buildings, Apparatus, and special working Libraries. . . . The ranges of Studies in the two Colleges, the Academic and Scientific, are so diverse in character that the interests of the Students and of Education are better subserved by two distinct Faculties working separately than by one single combined Faculty."

much Mental but still more of Manual effort and Physical Labour on the part of the Students. The Classes, and even the individual Students, require more constant teaching, oversight and professorial supervision than in Colleges, or Universities. Of course we speak generally; for no doubt a person may be found now and then who combines in himself, even in an eminent degree, the double qualification of which we speak.

(2) Again: a divided interest in two Institutions is fatal to success in either, or both. Personal associations, leanings, preferences, and interest, singly, or combined, tend to sway the individual more or less strongly towards one, or other, Institution with which he may be connected. The result must, in the end, be (as we have stated) fatal to success in either, or both. Besides, in the joint management of Institutions partaking somewhat of the same character, and yet dissimilar in their objects, interests clash and points of difference arise, often unpleasant in themselves, which must invariably prove fatal to the efficiency of one, or other.

XIII. Question as to the Advisability of Machine Shops.

27. The only Institution which we visited to which a Machine Shop was attached was that at Worcester, Massachusetts. In one, or two, others a small Work Shop, (with Lathes, Tools, etcetera), was provided. The general feeling on the subject is, that they are expensive and of doubtful utility, and that, if introduced at all, it should be to a very limited extent, and not for the purpose of training skilled Mechanics. At Worcester, where a good Machine Shop exists, it is to some extent made available for the younger Students, who are treated as Apprentices. But even there the Shop is deemed an experiment. . . There is, however, a serious drawback to this, that the experienced Workmen are compelled to devote much time to Novices and Apprentices, and not to their legitimate work.

28. As a substitute for Machine Shops in the other Institutions, Tools, Models, and Drawings are freely provided. The Students are also required, as a regular part of their Class training (and with a view to familiarize them with the actual details of work), to make regular visits of inspection in the neighbourhood to Machine Shops, Engines, Mills, Furnaces, Chemical Works, etcetera. And, when practical (especially during the holiday), facilities, or encouragements, are given to the Students to visit with a Professor Mining districts, large Engineering constructions, important Buildings, etcetera.

Note.—Students in the Engineering and Surveying Departments are statedly assigned given Sections of Country, in which they are required to "locate" a line of Railway, or to make a Topographical Survey of it, as the case may be.

XIV. Necessity for Models of Machinery, Lathes, Collections of Tools, Etcetera.

29. As already intimated, a substitute for a Machine Shop, (in connection with the Students' visits of inspection to Manufactories, Mills, etcetera), a collection of enlarged Model of Engines, and Machinery of various kinds, is absolutely necessary. These Models should be of sufficient size and construction to enable the Student easily to understand the details of their Mechanism, to take them apart and reconstruct them, to make sketches, Isometric, Perspective and Working Drawings of them, with the necessary details of Plans and Sections, etcetera.

30. In addition to these enlarged Models, small Models, Charts, Diagrams and Photographs of Works and Machinery, etcetera, should be procured. Whenever practical, original Working Plans and Drawings, with the Estimate, (or copies), and Specifications of Engineering Works, or Machinery, which have been actually constructed, should also be obtained. The latter, in the hands of Students, give a reality to their theoretical instruction which is invaluable to them in the progress of their Studies. After a study of such Plans and Drawings, a visit of inspection to the Work or Machinery itself will more deeply impress on the Student's mind the minutiæ of its details, and familiarize

him more with the intricacy, and yet simplicity, of its parts, than a week's laborious study of the theory of the construction of the same piece of Machinery or Work.

XV. Laboratories for Students—Metallurgy.

31. We have referred to the subject of Students' Laboratories, and the necessity of a Mineralogical and Metallurgical collection of Models and Specimens. The Students should have every facility for pursuing their practical studies in Chemistry and Metallurgy in the Laboratories which we have named. In a Country like ours, whose Mining interests are yet in their infancy, we should seek to train skilled men, who, by their knowledge and ability, can so materially aid in the development of this most important department of national wealth and industry.

XVI. Persons to be Benefited by a Practical School of Science.

32. We would here state some of the advantages which, in our opinion, are likely to result from founding a Technical School, or College, in Ontario. We should anticipate, from what we have seen elsewhere, and from the character of the rapidly increasing industries of Canada, great benefits, both to the Students themselves and to the Country generally, from such an Institution. A Diploma, or Certificate, from a good Technical School is usually a passport to remunerative employment. At a Technical School which we visited we were informed that the Principal was quite unable to supply the constant demand for Students to fill professional situations of a high and lucrative character. That the Students themselves are sensible of the value of the training is almost always shown by after Donations to the Museum, or Scientific Collections, and in some cases money.

33. A School of Industrial Science is of great value as a central source of information to Manufacturers and others on all new discoveries pertaining to their pursuits. From the Professors in such a School advice and opinions on Scientific questions can be had, and from well-trained Students is to be obtained the Scientific and practical assistance required in most Manufacturing Establishments. The Students themselves become Teachers of Science; and both they and their Professors extend the limits of Science by original investigation. Every civilized Country is devoting increased attention to this kind of education, as the best means of keeping their Industries abreast of the general and rapid progress in all the Industrial Arts and Manufactures; and we, therefore, believe that a Technical College for the Province of Ontario is not only likely to prove beneficial and successful, but is an obvious and growing necessity.

34. We would here briefly enumerate the various professions and callings which it is designed practically to benefit by the proposed Institution. They may be grouped together as follows:—

(1) *Civil Engineers.*—Those who have to do with the construction of Roads and Bridges, Railways, Aqueducts, Reservoirs, Drainage Systems and public works in general.

(2) *Mechanical Engineers.*—For the superintendence of Manufactories, Workshops, Machine Shops, Railways, the invention and construction of Machinery, the applications of Steam, etcetera.

(3) *Mining Engineers.*—For the development of the Mineral wealth of the Country, and the superintendence of Mines.

(4) *Metallurgists and Assayers.*—Who have to do with the analysis of Iron, Lead, Copper, Gold and Silver Ores.

(5) *Chemists.*—With reference to Agriculture, Manufactures, Pharmacy and various commercial pursuits.

(6) *Physicians and Sanitary Advisers.*—In certain preparatory studies in Physics, Chemistry, Botany, etcetera.

(7) *Men of Science.*—Either as Professors, Teachers, Explorers, Investigators, etcetera.

Addition to this Report Relating to Technical Education in Europe.

I. Value of Technical Science Schools Elsewhere.

1. Quoting from a later Writer on this subject he says:—With the development of the Natural Sciences and the growth of the constructive Arts, Natural Science long ago gained a place in the Curricula of the great Universities of Europe; and afterwards special Schools were founded for teaching the applications of Science to the Arts. In France the Ecole des Ponts et Chaussées, originally started in 1747 as a Drawing School, was organized in 1760 for the training of Engineers. In the States of Germany a number of similar Schools were organized early in the present century. In the United States the Rensselaer Polytechnic Institute, the pioneer in technical Education, was founded in 1824, and was the only School devoted to applied Science until the forties, when Joseph Sheffield and Abbot Lawrence established the Schools of Science that bear their names, in connection, respectively, with Yale and Harvard Universities. With the development of Railroads, which dates from the thirties, and of manufacturing, which began in the United States but a few years earlier, urgent need was felt for Schools which should fit younger men to grapple with the problems which the new industries offered.*

I would here refer to the invaluable results which have flowed in Europe from the establishment of such Schools. In England, (without referring to the newer departments of Science in the National Universities, and other valuable Science Education agencies), the Department of Science and Art, and its latest development, (as a great School of Observation), of the South Kensington Museum, have given an immense impetus to Industrial Education and Instruction in practical Science in all the large Cities and Towns of the three Kingdoms. In Prussia, Switzerland and other parts of the Continent of Europe, the progress in this direction has been of late years greater than in England.

Since this Report was written, I have had occasion to refer to the subject of the present promotion of Scientific and Technical Education in this Province. In a letter on the subject, written to the Toronto papers in 1901, I thus referred to the great advance which Germany has made in this direction. I said:—It was not until the return of English Scientific Experts from a semi-professional visit to various Cities in Germany in 1896 that the movement in favour of a more diffused system of higher Scientific Training took form in England. So strongly impressed were these men of Science, (Sir Philip Magnus and his Colleagues), with the result of their enquiries, that they embodied their observations on the subject in the form of a Report to the Duke of Devonshire, Lord President of the Council, and head of the English Education Department.

The Scientific Experts, to whom I have referred, state in their Report that, as far back as fifty years ago, Germany began to prepare herself for the coming industrial struggle in Europe of to-day. It was her belief in the future application of Chemistry to industrial purposes that led to the creation and equipment, at a great cost, of Chemical Laboratories, as the dependence of her industries on the researches of chemical experts in the factories and works was universally recognized. In one of these works alone, one hundred scientifically trained Chemists and thirty Engineers are employed.

The Report goes on to state that the brilliant achievements of Germany in the field of Chemical industries have encouraged her to establish well-equipped Electrical

* In an Act passed by the Legislature of Nova Scotia in 1907, a Section provided that: "There shall be established in Halifax, an Institution for the purpose of affording facilities for Sientific Research and Instruction and professional training in Civil, Mining, Mechanical, Chemical, Metallurgical and Electrical Engineering or any other departments which may from time to time be added."

Mr. F. H. Sexton, the Director of Technical Education in Nova Scotia, referring to this Act says that while the benefits to he Province hat will accrue from the Nova Scotia Technical College will be great and lasting, the benefits to the individual will be probably much more, from the Secondary Technical Schools which have been established under the "Act Rlating to Technical Education."

Laboratories. Sir Philip Magnus and his Associates declare that there are no Laboratories in England which can compare in detail and completeness of equipment with those of Darmstadt and Stuttgart; and no facilities exist in that Country for original and independent research, in physical subjects, to be compared with those afforded in the Imperial Physical Institute at Charlottenberg. In addition to a new building at Nusenberg, a range of Laboratories and Class-rooms for lectures, devoted to chemical technology, has also been erected at a cost of $250,000; at Stuttgart a similar erection, in connection with its Museum, has cost $1,000,000; and lately, a new group of Buildings has been erected there, for the practical study of pure Chemistry, and training in Electro-technology, at a further cost—with additions to the Building—of $875,000. At Darmstadt, a reconstructed Building, for similar purposes, has cost $600,000, while the Technical High School of Charlottenberg, at Berlin, will cost, when completed, $2,250,000.

2. During our recent visit to the United States we made particular inquiries into the value and results to the community of the establishment of Technical Schools in that Country. The replies received from the Authorities of those Institutions which had been long enough in existence to render any appreciable service were most gratifying. They furnished us in most cases with details showing where and how their Students and Graduates were employed after they had left the Institution concerned. Numbers of them were Professors, Assistant Professors and Instructors elsewhere; many were employed by the Federal and State Governments on Explorations in the distant Territories and in Surveys elsewhere; numbers more were employed on Railways, in Manufactories, in Mining, Assaying and in Public Works requiring the highest Engineering skill. On this latter part one fact was mentioned which practically illustrated the great value of such Schools. The planning and construction of the great Suspension Bridge, which it is designed to throw across the East River, at New York, to connect that City with Brooklyn, have been confided solely to the Engineering skill of the Graduates of the Rensselaer Polytechnic Institute at Troy, New York. The Chief Engineer of that extensive work, (Mr. W. A. Roebling), and all his Assistants are from that one Institution; and they have, we understand, fully and satisfactorily solved the problem of the practicability of that great work. Of the other Graduates of that and other Schools, we learned that they were employed in all the National undertakings requiring Engineering skill. They are also employed as State Geologists, Surveyors-General of States, Engineers of Railways, Superintendents of Iron Works, Manufactories, etcetera. The development of United States talent and ingenuity may be gathered from the fact that the number of Patents for Inventions issued by the Department at Washington each year is about 10,000!

II. Necessity for a School of Practical Science for Ontario.

3. No one who has attentively studied the educational progress which we have made during the last ten years, or carefully watched the development of the material resources and manufacturing industries of this Province, but must have been painfully struck with the fact that, while we have liberally provided for the merely intellectual wants of our people, we have almost entirely neglected making any provision for training, and then turning to practical account, that superior scientific and industrial skill among ourselves, which in other Countries contributes so largely and effectively to develop their Physical and Industrial resources. We have hitherto been content to receive our supply of such skilled Assistance from abroad; and we have left to European and American Institutions the duty of the development of Canadian talent and ability of such of our youths as have enterprise and means enough to go abroad to acquire that practical knowledge of the Industrial Arts which we deny to them in their native land.

4. In this respect our United States neighbours furnish a favourable contrast, and display their usual national sagacity. In their great industrial and manufacturing

centres they have established Institutions devoted to Industrial Science and Education Nor have they been content with a meagre provision in this respect. In the small State of Massachusetts, (with a population in 1870 of 1,457,000), they have already established three such Institutions as the one the Government now propose to establish in this Province. In the neighbouring State of New York they have no less than four Schools of Technology, (more or less extensive), one of which was established nearly fifty years ago. The result has been that in all of their great Civil, Military, Engineering and Industrial and Mining projects they have always been able to command the best skill and talent among themselves; and that talent always receives a sufficient encouragement by being constantly employed, either in the service of the State, or in the great Railway, Mining, or Industrial enterprises which are so largely developed and encouraged in the United States.

5. As to our own Country, some may doubtingly ask: what need is there that we, (a young Country), should provide for instruction in the Industrial and Mechanical Arts? To this we reply that the almost unconscious development among ourselves of the Manufacturing interests of the Country has reached a magnitude and importance that it would be suicidal to those interests, (in these days of keen competition with our United States neighbours), and injurious to their proper development, not to provide without delay for the production among ourselves of a class of skilled Machinists, Manufacturers, Engineers, Chemists and others. No one can visit any of the industrial centres which have sprung up in different parts of the Country and in our larger Towns, without being struck with their value and importance, and the number and variety of the skilled Labourers employed. Inquiry into the source of supply of this Industrial class reveals the fact that, from the youngest Employé up to the Foreman of the Works, we are almost entirely indebted to the British Isles, to the United States and other Countries for that supply.

6. If you pursue your inquiries further, and ask what provision is made in the Schools of the Town or other establishments in the County for instructing young Lads in the elements of Mechanics, Chemistry and Natural Philosophy, and thus preparing them in some degree for supplying the natural demand created in these Establishments, you will find that there has been little done of a practical nature in this direction; and that these subjects have been allowed to occupy a subordinate place in the Course of Study in the Public Schools. There are exceptions, of course, in some Schools, but not to any great extent.* We are glad to find that this will be no longer the case; but that, influenced by a knowledge of the facts which we have stated, provision will soon be made for giving due prominence to these important subjects in all of our Schools.

7. As a fitting sequel to this proposed movement for developing the taste and stimulating the desire of our youths to prepare themselves for industrial pursuits, is the proposal to establish a School of Technology as the result of this Inquiry. Such an Institution will supply a great desideratum; and, with the elementary training now proposed in our High Schools, will enable us to provide within ourselves for the supply which the Manfacturing Establishments that have grown up in the Country so imperatively demand. A Boy, who in his School career shows a Mechanical turn, or Scientific taste, will no longer have to seek its higher development outside of our own Country, or, from want of means, leave it ungratified. He will now have provided, almost at his own door, an Institution which will be admirably fitted to give the freest scope to his talent and genius in this particular direction.

8. Rising up above this mere local view of the question, other broader and more comprehensive ones force themselves upon our attention. Are we not conscious of the extraordinary Scientific and Industrial progress of the present day? Do we not hope

* From the last Report of the Chief Superintendent of Education for Ontario, we find that out of 6,500 Pupils in the Grammar Schools, 1,681 were reported in classes of Physical Science, only 885 in Drawing, and 429 in the elements of Mensuration and Surveying.

for, and predict under God's providence, a great future for this Country? Have we not, in the assertion of our incipient nationality, entered the lists of industrial competition with the United States, and even with England and other Countries? And we do not, therefore, require to make, without delay, some provision for training that class of our young men who must in the future take the leading part in that competition? The wonderful progress of the Mechanic Arts is within the memory of most of us. The marvellous revolution, caused by the practical application of Steam and Telegraphy, (those golden links of Science), to Locomotion, Commerce, Industry and intercommunication, has so stimulated the inventive genius of man that we now cease to be astonished at any new discovery; and only await each successive development of Science still more wonderful than the last, to calmly discuss its merits and advantages. In this active race of competition, our Province, (the leading one in the Dominion), cannot stand still. With all of our inventions we have not yet been able to discover a royal road to learning; and our youth cannot, Minerva-like, spring fully armed into the arena of competitive Science and Skill. We must, therefore, provide liberally for their patient and practical instruction in every grade and department of knowledge, so that, with God's blessing, we shall not fall behind in the great race of national intelligence and progress.

III. Recent Important Movements in Great Britain and Ireland in the Direction of Technical Education.

9. We have, we trust, satisfactorily shown what is being done in the United States to promote Technical Education, and have sought to demonstrate the necessity for our own movement in this direction. We will now show what steps have recently been taken in Britain the more efficiently to promote Scientific education in the Mother Country. From a recent Report of a Committee of the House of Commons, (appointed after the results of the Paris Exhibition of 1867 had demonstrated the comparatively inferior position of England in certain developments of industry), "to inquire into the Provisions for giving Instruction in Theoretical and Applied Science to the Industrial Classes," dated 1868, we find that this whole subject was fully discussed. A large number of appropriate questions were proposed to and answered by Representatives of the Government Departments of Education and Science, the Universities and Colleges, Mechanics' Institutes, Science Schools, and Manufacturing centres of England and Scotland. (A separate Commission was issued for Ireland, to which we shall presently refer.) From the Report itself, founded upon this mass of evidence, we make a few extracts, which go to prove most conclusively that it is not from want of "practical experience and manipulative skill," which "are possessed in a pre-eminent degree" by British Artisans, that comparative failure is owing, but to the absence of "scientific training" and the thoroughness of elementary industrial training, which latter is so universal among the working populations of Germany and Switzerland.

10. Speaking of the "Relation of Industrial Education to Industrial Progress," the Committee remark:

"The industrial system of the present age is based on the substitution of mechanical for manual power. . . . The acquisition of Scientific knowledge has been shown by the Witnesses to be only one of the elements of an Industrial education and of Industrial progress. . . . The other indispensable element of Industrial success is the acquisition of practical experience and manipulative skill. . . ."

11. In endeavouring, therefore, to account for the fact that the English Manufacturers and Artisans are, in many cases, surpassed by their Continental rivals, the Report goes on to discuss that question in the following striking language:—

"Although the pressure of foreign competition is considered by some Witnesses to be partly owing to the superior scientific attainments of foreign Manufacturers, yet

the general result of the evidence proves that it is to be attribued mainly to their artistic taste, to fashion, to lower wages, and to the absence of trade disputes abroad, and to the greater readiness with which Handicraftsmen abroad in some Trades adapt themselves to new requirements. . . . Some Witnesses attribute the loss of certain trades to the superior skill, appliances and education of the German, Belgian and American Manufacturers; and the great steel works of Krupp, in Westphalia, have been named as the only instance of a Factory which is said to possess an organization superior to that of any Establishment in the same branch of industry in this Country.

"At the same time nearly every Witness speaks of the extraordinary rapid progress of Continental Nations in Manufactures, and attributes that rapidity, not to the Model Workshops, which are met with in some foreign Countries, but, besides other causes, to the scientific training of the Proprietors and Managers in France, Switzerland, Belgium and Germany, and to the elementary instruction which is universal amongst the working population of Germany and Switzerland. There can be no doubt, from the evidence of some experts, that the facilities for acquiring a knowledge of theoretical and applied Science are incomparably greater on the Continent of Europe than in this Country, and that such knowledge is based on an advanced state of secondary education.

"All the Witnesses concur in desiring similar advantages of education for this Country, and are satisfied that nothing more is required, and that nothing less will suffice, in order that we may retain the position which we now hold in the van of other Industrial Nations. All are of opinion that it is of incalculable importance economically that our Manufacturers and Managers of Industrial Establishments should be thoroughly instructed in the principles of their Arts. . . ."

12. As to the "conclusions" at which the members of the English Committee arrived, we give them in their own words, as follows:—

The evidence which has been given before your Committee has convinced them:

(1) That with the view to enable the working class to benefit by Scientific Instruction, it is of the utmost importance that efficient elementary instruction should be within the reach of every child.

(2) That unless regular attendance of the children for a sufficient period can be obtained, little can be done in the way of their Scientific Instruction.

(3) That elementary instruction in Drawing, in Physical Geography, and in the Phenomena of Nature, should be given in Elementary Schools.

(4) That adult Science Classes . . . cannot provide all the Scientific Instruction which those should possess who are responsible for the conduct of important Industrial undertakings. . . .

(5) That the re-organization of secondary instruction, and the introduction of a larger amount of Scientific teaching into secondary schools, are urgently required, and ought to receive the immediate consideration of Parliament and the Country.

(6) That it is desirable that certain Endowed Schools should be selected in favourable situations, for the purpose of being reconstituted as Science Schools.

(7) That superior Colleges of Science, and Schools for special Scientific Instruction requiring costly Buildings and Laboratories, cannot be supported by Fees alone, without aid from the State, the localities, and endowments or other benefactions.

(8) That such Colleges and Special Schools are most likely to be successful if established in centres of Industry, as such centres tend to promote the combination of Science with practice on the part both of the Professors and of the Pupils.

(9) (Local.)

(10) (Local.)

(11) That some slight addition to the emoluments of Science Teachers would probably tend materially to promote the establishment and permanence of elementary Science Classes.

(12) (Local.)

(13) That the Managers of Training Colleges for the Teachers of elementary Schools should give special attention to the instruction of those Teachers in theoretical and applied Science, where such instruction does not exist already.

(14) That Teachers in elementary Day Schools should be paid on results for teaching Science to the older Scholars, in the same way as payment is now made for Drawing in such Schools. That the education of higher Science Teachers should be encouraged by the granting of Degrees in Science at Oxford and Cambridge, as at other Universities, and by the opening of a greater number of Fellowships to distinction in Natural Science, as well as in Literature, and Mathematical and Moral Science.

13. From the same Report, and from the evidence of Doctor Lyon Playfair, contained in that Report, we learn that "in Scotland, where the superior Primary Instruction of the Artisans removes one of the obstacles to their acquiring Scientific Instruction, the Watt Institution of Edinburgh, and the Andersonian University of Glasgow, have rendered good service, the former during nearly half a century, the latter for more than twenty years; they can boast amongst their Scholars such names as those of Nasmyth, James Young, and many others."

14. Doctor Playfair says:—

"The four Scotch Universities for many years have given much more Science Instruction than the Universities in England, and the effect of that has been that they have got a great hold of the population; there are more University Students in proportion to the population in Scotland than there are in any other part of the world; there is one University Student for every 866 of the Scotch population, while there is only one University Student for every 5,445 of the population in England, and one University Student to every 2,894 of the population in Ireland, so that it will be seen that we have got in Scotland much more hold of the people on account, I believe, mainly of our teaching subjects which relate to their future vocations in life. We have lately in Edinburgh established a Professorship of Engineering, and one also of Agriculture. We had an old foundation of Agriculture, and we have now put it on an efficient footing. For the first time, I believe, in the history of British Colleges we have established Degrees in Technical Science equal in rank to that of Master of Arts, or Doctor of Medicine, or Bachelor of Law; our new Degrees being applicable to Agriculture, Engineering and Veterinary Surgery."

15. From the "Report of a Commission on Science and Art in Ireland," dated in 1869, we learn that in that Country a "College of Science" had been recently established. The object of this College is to afford "a complete and thorough course of instruction in those branches of Science which are more immediately connected with and applied to all descriptions of Industry, including Agriculture, Mining and Manufactures; that it should in this way supplement the elementary Scientific Instruction already provided for by the Science Schools of the Department; and that it should assist in the Training of Teachers for these Schools."

16. From the same Report we condense the following summary of the latest Regulations (1869) of the Science and Art Department for the promotion of education in those subjects in the United Kingdom:—

The action of the Science and Art Department is to aid instruction in Science in the following subjects:—1, Practical, Plane and Solid Geometry; 2, Machine Construction and Drawing; 3, Building Construction or Naval Architecture and Drawing; 4, Elementary Mathematics; 5, Higher Mathematics; 6, Theoretical Mathematics; 7, Applied Mechanics; 8, Acoustics, Light and Heat; 9, Magnetism and Electricity; 10, Inorganic Chemistry; 11, Organic Chemistry; 12, Geology; 13, Mineralogy; 14, Animal Physiology; 15, Zoology; 16, Vegetable Physiology and Economic Botany; 17, Systematic Botany; 18, Mining; 19, Metallurgy; 20, Navigation; 21, Nautical Astronomy; 22, Steam; 23, Physical Geography. And in Art in:—(1) Elementary Drawing as an education of the power of observation, and (2) Drawing, Painting, Modelling, and Designing for Manufacture and Decoration.

We insert the following interesting tables:—

	1867.				1868.			
	England.	Ireland.	Scotland.	Total.	England.	Ireland.	Scotland.	Total.
Number of Science Schools	150	53	9	212	210	76	15	301
Number of persons under instruction	6,441	2,125	1,664	10,230	9,480	2,870	2,611	14,961
Number of persons examined	3,288	1,409	223	4,920	5,077	1,714	360	7,161
Number of papers worked	5,933	1,895	385	8,213	9,843	2,813	457	13,113
Amount paid to Teachers	£5,513	£2,017	£446	£7,976	£8,455	£3,269	£381	£12,105
Number of Teachers qualified to earn payments engaged	138	50	12	200	206	75	12	293

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	England.	Ireland.	Scotland.
Schools of Art	80	5	9
Night Classes	59	2	2
Elementary Schools	500	20	59

PAYMENTS ON THE RESULTS OF ART EXAMINATIONS IN ONE YEAR.

	England.			Ireland.			Scotland.		
	£	s.	d.	£	s.	d.	£	s.	d.
Schools of Art	4,701	11	7	235	6	1	875	9	1½
Night Classes	658	12	10¾	53	5	0	35	6	9½
Elementary Schools	2,650	18	0	136	10	0	293	14	0

17. Such are the encouragements, in the Mother Country, to Scientific Education. Germany, supreme in the art and appliances of War, is fast becoming the Workshop of Europe. Even in these other Countries, where the physical labour is abundant, Science in its application to the Mechanic Arts, is felt to be not so much a labour-saving as a labour-multiplying power. It is, therefore, to a new Country, a substitution in part for immigration of a most valuable and substantial kind, and one which should be stimulated in every possible way. It is estimated that in the United States alone, Steam and Water applied to Machinery is equivalent to the power of one hundred millions of men! The results of labour, under such circumstances, become less dependent upon physical effort than on the skill and ability of the Workman in the use of Tools and Mechanical contrivances. The question of Technical Education is, therefore, not an open and debatable one. It is a national necessity.

18. We trust that the information which we have collected and embodied in this Report will put the Government in possession of all the facts which they desire to obtain in regard to Schools of Technology in the United States.

J. GEORGE HODGINS,
ALEXANDER T. MACHATTIE,
Commissioners.

TORONTO, January, 1871.

Necessity for Instruction in Scientific and Technical Subjects in Ontario—Illustrative Examples of that Necessity.

At a Meeting of the Canadian Institute of Toronto in February, 1871, Doctor Hodgins briefly showed the necessity of the establishment of the proposed Technological School projected by the Government, and also the advisability of conducting the School entirely apart from any other general or special Education Establishment for the diffusion of knowledge, and quoted the experience of United States authorities on that Subject.

He said that during a trip through the manufacturing towns and Cities of this Province he had ascertained from the leading Manufacturers that all their most skilled Artizans had to be imported from Great Britain, that very large wages had to be paid to them, and that these Artizans were generally unwilling to impart their mechanical knowledge to others, for the reason that, having found their personal knowledge and skill so lucrative, they declined to impart it to others, and thus to divide and lessen the profits to themselves at present derivable therefrom.

These facts demonstrated the want of some School, such as that projected by the Ontario Government, where those of the youth of the Province desiring to acquire a practical knowledge of Mechanical Engineering and kindred subjects, could be enabled to do so.

He was glad to see that the Cabinet had obtained the necessary appropriation of money, and intended getting the Institution started as soon as possible. . . . .

Circular Issued by the Government to the Manufacturers of Ontario on the Establishment of a College of Technology, or School of Science.

In March, 1871, the Government issued a Circular, addressed to "the Manufacturers of Ontario," pointing out, that, in order to provide a system of Technical Education for Ontario, (as recommended by the Commissioners), the Legislature, during its late Session, had voted the sum of $50,000 for the purpose of erecting suitable Buildings, and providing necessary Apparatus, for a Technical, (or Industrial Science), School, or College, for Ontario.

The Circular stated "that the object of the proposed School of Industrial Science," was

> "To provide, in a two-fold form, for the education of Mining and Civil and Mechanical Engineers; of Manipulation in Metals; of Workers in Wood, Leather, Woollen and Flax Fibres; of Designers, Modellers and Carvers in the Decorative and Industrial Arts; and of persons desirous of studying Chemistry, as applied to our various Manufactures."

The Government Circular then asked the Manufacturers to reply to a series of questions proposed to them, and to state their views as to the actual requirements of the profession, or business, in which "the party replying was engaged." To this Circular satisfactory replies were received from eighty-nine persons engaged in engineering, manufactures, etcetera, in Ontario. After which the College of Technology, which became the School of Practical Science, was established.

Comprehensive Provision for the Promotion of Technical and Industrial Training in Ontario, 1910-1911.

On a Memorandum, dated the 28th of May, 1910, from the Honourable the Minister of Labour, stating that industrial efficiency is all important to the development of the Dominion and to the promotion of the Home and Foreign Trade of Canada, in competition with other nations, and can be best promoted by the adoption in Canada of the most advanced systems and methods of Industrial Training and Technical Education.

The Minister further states that the Premiers of the several Provinces of the Dominion have expressed on behalf of the Governments of their respective Provinces approval of the appointment by the Federal Authorities of a Royal Commission on industrial training and technical education.

The Minister recommends that authority be granted for the appointment of a Royal Commission to enquire into the needs and present equipment of the Dominion as respects Industrial Training and Technical Education, and into the system and methods of technical instruction obtaining in other countries.

The Minister further recommends that the said Commissioners be instructed and empowered to pursue their investigations at such localities as may appear necessary in the Dominion of Canada, in the United Kingdom of Great Britain and Ireland, the United States of America, France, Germany, and, subject to the approval of the Minister, elsewhere on the Continent of Europe; also that the purposes of the Commission shall be that of gathering information, the information when obtained to be carefully compiled, and, together with such recommendations as it may seem expedient to the Commission to make, published in a suitable Report to be at the disposal of the Provinces, and available for general distribution.

The Minister further recommends that the Commissioners be appointed under the provision of the Statute respecting inquiries concerning public matters, and report the results of their investigations, together with their recommendations to the Minister of Labour.

As will be seen by the terms of the Dominion Commission on Technical and Industrial Education, not only were the Commissioners directed to pursue their investigations in Great Britain and Ireland, the United States of America, France and Germany," but also "at such localities as may appear to them necessary in the Dominion of Canada." This the Commissioners did, and, in making their investigations, they visited the chief cities and towns of Ontario, and held meetings there, with a view to ascertain the state of affairs on the subject, and also to make practical suggestions to school trustees with the view to the adoption of technical and industrial schools.

In the meantime, the Provincial Government of Ontario, issued a commission to Doctor John Seath, Superintendent of Education for Ontario, directing him to report upon a desirable and practical elementary system of technical education, after inquiry into those already existing in some of the countries of Europe and the States of the American Union. In order to do so, Doctor Seath visited "a number of the elementary and intermediate technical schools in England, Scotland, France, Germany and Switzerland, and also a number in the State of Massachusetts and the City of New York." He further attended "the annual Convention of the National Society for the Promotion of Industrial Education, held in the City of Milwaukee, Wisconsin, and the Trade School of that City." Having previously, in 1900, visited the New England States and the State of New York,

Doctor Seath was entitled to embody the result of these inquiries in an elaborate Report of 390 pages on the subject to the Minister of Education in 1910.

On the information contained in that Report, the Minister of Education was enabled to submit to the Legislature a Bill containing a comprehensive scheme of Industrial Education which authorizes any urban School Board to establish general Industrial Schools, special Industrial Schools, Technical High schools, co-operative and industrial schools, schools for instruction in fine and applied arts, industrial and technical and evening art schools. The regulations for the schools are to be provided by the Department of Education in the same way as in the case of a High school, and, subject to those regulations, the Minister is to apportion all sums of money appropriated by the Legislature for the establishment and maintenance of such schools. The High school grant at present is apportioned according to the number of pupils, the equipment, and the qualification of the teachers.

The classification of industrial schools follows the recommendations of Dr. Seath. General industrial schools are those in which to the regular course there are added special classes calculated to prepare pupils for industrial life. Special industrial schools are those providing instruction in theoretical and practical work of particular trades carried on in the district where the school is situated. Co-operative schools are those in which an apprenticeship system is combined with the school course.

It is provided in the Bill that every technical school, whether at present in operation or established hereafter, is to be under the management of a committee of twelve, six from the Board of Education, three persons not members of that Board who are engaged as employees in manufacturing or other industries carried on in the district, and three employers of labor. This is to be known as the Advisory Industrial Committee. Where there is more than one school in the district there may be one or more committees, as the board desires. The committee is to be appointed by the Board of Education, on nomination of the chairman. This committee, subject to the Minister of Education and the Board of Education, will have power to provide buildings for industrial classes, to establish classes in other school buildings and to prescribe the course of study. The committee will also have power to engage teachers, fix their salaries, to arrange the finances of the school, and to do anything else necessary for its maintenance.

The Department of Education, by regulation, will provide for the qualification of teachers, the course of study, the character of school sites and equipment, and the maximum and minimum fees which may be charged.

It is provided in the Bill that where an agricultural or commercial department has been or is established in any High school, the Board of Education having charge of the school shall appoint a committee of management of eight members, four of whom shall be members of the board, and the other four who are not members of the board who are engaged in commercial or agricultural pursuits according to the nature of the department. This committee will have about the same power as the committee to be appointed in connection with industrial schools.

This Bill having received the sanction of the Legislature, His Honour the Lieutenant Governor, in proroguing the House of Assembly, thus referred to the subject:—

> Legislation has been enacted to inaugurate a system of technical and industrial education in connection with the school system of the province. This step has been preceded by an official enquiry into similar educational systems elsewhere, in connection with which a valuable report has been laid before the Legislature. It is hoped

that the new system, embracing technical, industrial, commercial and agricultural instruction, will lend itself to progress along the lines which have already been undertaken in various parts of the province, and will help to equip our people for future development.

The Industrial Education Act, just passed by the Legislature, goes into effect at once. It is important for the High School Boards and Boards of Education concerned to note that in the case of Technical schools heretofore established it is specially provided that the members of the Advisory Industrial Committees shall be appointed at the first meeting of the boards held after the passing of the Act. This provision applies to the Technical schools at Toronto, Hamilton and Sudbury, the industrial classes at the Brantford Collegiate Institute and the Co-operative Industrial School at Sault Ste. Marie, and to such other secondary schools, whether day or evening, as may have already provided classes of an industrial or technical character.

The members of the Advisory Industrial Committee have, under certain conditions specified in the Act, the management and control of the various classes of technical and industrial schools. Such committees shall be composed of twelve persons, the members of which shall be appointed by the board as follows: Six members of the board, including one representative of the Board of Public School Trustees and one representative of the Board of Separate School Trustees, if any; three persons who are not members of the board engaged as employes in the manufacturing or other industries carried on in the local municipality or in the country in which the school is situate; and three other persons not members of the board who are employers of labor or directors of companies employing labor in manufacturing or other industries carried on in the local municipality or in the country in which the school is situate.

The present Act repeals the sections of the Public Libraries Act providing for evening classes, the Act respecting Technical Schools, and the section of the Consolidated Municipal Act which provides for industrial classes. The present Act does not affect the provision for manual training and household science.

In November of 1910, Mr. Daniel Baikie, Chairman of the High School Board at Sudbury, brought the subject of Industrial Training before the Board. He said that:

Modern education tends more and more to the practical side of life. It aims at giving a boy some training for his special vocation in life, which will make him a better workman, and at the same time enable him to rise more rapidly than he otherwise would.

Being firmly convinced of the soundness of this view, the Sudbury High School Board has taken an advance step, and, for Canada at least, a novel one in furnishing practical mining education. The country tributary to Sudbury comprises Canada's most important mineral area. For years the Board has seen men from all over the continent, specially trained in mineral schools and schools of applied science, coming to the district for their practical knowledge, and many of these men have risen to responsible and lucrative positions in the mines.

The needs of the district appealed very strongly to the Board when the matter of building a new High School was discussed. They felt that when an expenditure of so much time and money was involved it was their duty to consult not only the interests of such students as intended to enter professional life, but also the larger body who completed their education in the High School.

With that object in view, a suitable site of five acres was secured, plans were prepared for the proposed building, and a school was built much larger than the ordinary

High School requirements of the community will need for some time. That done, a deputation was sent to Toronto to interview the Honourable Mr. Cochrane, Minister of Mines, and the Honourable Doctor Pyne, Minister of Education. The project of establishing a mining department so impressed the Ministers that they made a special visit to Sudbury. They were met by representative men from all the principal mining companies of the district. The matter was thoroughly discussed, and the Ministers heartily concurred in the plan as outlined, and promised their assistance.

Experts Give Assistance.

From the very start the Board has been fortunate in having the active assistance of men well qualified to advise. Of these special mention may be made of Mr. Brown, metallurgist of the Canada Copper Company, who has had many years' experience, both in the United States and Canada; Mr. Jordan, manager of the Moose Mountain iron mines, who was formerly a lecturer in Houghton, Mich., School of Mines, one of the best mining schools in the world; and Mr. Corlus, manager of the Mond nickel mines, a gentleman with exceptional qualifications. These men are all actively encouraging and assisting the High School Board to establish a department of mining on a practical basis, and the issue promises well.

The next question to occupy the attention of the Board was the securing of a suitable man, with the technical education and the practical experience necessary to adjust the work to the needs of the district.

This was a matter of some difficulty. The leading universities of Canada were asked to assist, and the Education Department was asked to waive any technical requirements that might restrict the Board in securing the best men available. After much correspondence and inquiry, Mr. H. G. Carmichael, M.Sc., late of the staff of McGill University, was selected.

Mr. Carmichael is a young man, with a brilliant university record and much practical mining experience in Canada and the United States. He is possessed of first-hand knowledge of almost every mining camp in Canada, and is especially familiar with Northern Ontario.

Two Classes of Students.

At present it is the intention to develop the work of the mining department in two distinct divisions:

1. Courses for the High School students.
2. Courses for men engaged in the mineral industries.

In the courses of High School pupils, the students will be required to take the essential subjects of the first two years of the ordinary course at the High School, together with the commercial work, and some preliminary work in mineralogy, drafting, etc.

The student, after taking these two preliminary years, will be given a two years' course covering the following subjects: Assaying, chemistry, geology, mineralogy, drafting, physics, metallurgy, mining, surveying, etc. Practical work will be required of the students during the summer vacations. The mines and smelters of the district will be used as much as possible in connection with the course, so as to make the course thoroughly practical.

The district is particularly well suited for this work, for, besides the world-famed nickel and copper mines and their dependent smelters, there are the Moose Mountain iron mines, with their magnetic concentrating mill; the Long Lake gold mine, with an up-to-date cyanide plant, and the numerous gold and copper prospects along the Soo branch, and near Lake Wahnapitae.

Those students who have done satisfactory work at the school, and who can produce proof that they have had sufficient underground experience, will be given a diploma

Besides this course, if it can be arranged with the universities, the student who intends to take a university course will be given his first year's work here.

Prospectors, Miners, Smelter Men.

The course for men engaged in the mining and smelting industries will be threefold—prospectors' classes, miners' classes and smelter men's classes.

The prospectors' classes will consist of short courses in determination of the common rocks and minerals, geology, which will include the rocks and associations in which valuable minerals are likely to occur, and an elementary knowledge of ore deposits, with particular reference to those of Ontario; the conditions which tend to make a deposit valuable, and other information which will be helpful in their calling.

The miners' classes will consist of short courses in mining methods, timbering, the use and handling of explosives, and kindred matters.

The smelter men's classes will take up chemistry, the construction and use of various types of furnaces, the reasons for the various operations around the smelter, the reaction which takes place in smelting as done here, and the effect of the various materials used, etcetera.

The organization of the work and classes is far from complete, but a good beginning has been made. The class of High School students is at work—twenty-three in number—and they are evincing great interest in the subject.

Prospectors' Winter Course.

Arrangements are being made to have a prospectors' class during the winter season, when advantage will be taken of the kind offers of some of the mining experts to give a series of lectures.

The work of establishing the school is meeting with much encouragement. Wherever application has been made for information and assistance, a ready compliance is the result.

The Geological Department at Ottawa has sent samples of minerals and publications, and other matters are promised. Mr. A. P. Turner, president of the Canadian Copper Company, is generously giving a complete set of samples of the known minerals of the district.

Books from Mr. Cochrane.

Honourable Frank Cochrane, who for many years resided in Sudbury, and who is thoroughly familiar with the needs of the district, was one of the first to grasp the importance of such a school to the educational interests of the district. He at once gave the project his cordial and active assistance, and has privately donated a complete reference library to the school.

The High School staff is under the guidance of Principal H. S. Berlanquet, a young man thoroughly alive to the progressive spirit of the work, and with a young, enthusiastic staff of assistants, much is expected of the school.

In addition to what Ontario is doing in the matter of Technical Education and Industrial Training, Nova Scotia is also doing a good work in the same direction. Plans there have been devised for taking care of the requirements of all localities and of all the leading industries. The Department of Technical Education has been organized in Nova Scotia for two years. There have been established Technical Schools in 21 Industrial communities. These Schools may be divided into four classes—Schools for Coal Miners, Schools for Stationary Engineers, Schools for Craftsmen, Schools for Fishermen. The coal mining instruction is the most widespread on account of the great importance of that industry to the Province of Nova Scotia.

HOW ENGINEERS SHOULD BE EDUCATED.

In an Address in Toronto on the Education of Engineers, Mr. Frecheville, one of the leading Mining Engineers of England, stated that a good general education, including mathematics, classics, English history and modern languages was advisable in order that as a member of the profession he might mingle with educated people without being at a disadvantage. The two languages most necessary were French, because it was the language spoken by most educated people of all nations, and Spanish, because Mexico and South America were two of the most prominent fields of effort for the mining engineer. A thorough technical education in a School of Mining, covering at least a period of four years, was absolutely essential, and a few years of practical experience along with an expert engineer were invaluable.

THE NECESSITY OF TECHNICAL AND INDUSTRIAL EDUCATION IN ONTARIO.

A number of interesting addresses on Technical and Industrial Education were, in 1910 and 1911, delivered chiefly in Ontario and the United States, from which I select the following extracts:

President Falconer of the Toronto University said:

The true secret of the value of technical education is the creation of intelligence and interest in the worker, by which the scientific man adds not only to the content of the worker's life, but also to the content of his own. It is upon the "Science" man, more than anyone else, that the country relies to bridge the great gap now lying between the two classes of workers: the class of culture and privilege and brain work, and the class of labourers who hitherto have been too disposed to think that they have inherited no privileges whatever. The student in applied science will be the golden mean who can make our proposed systems of industrial training effective.

Professor Robertson emphasized the importance of a training that would fit men to develop the country's resources. In a special plea to the graduating Engineers, he said:

We have a great heritage, an inheritance that is worth taking care of, and it is to you that we look for the application of scientific principles in its eploitation. Conservation does not mean "keeping out of use"; it means making the wisest use of what we have—now.

He appealed to them to make struggles and sacrifices, for out of these was bound to come achievement. They were young, but they were full of responsibility, and one of the things for which they would be held responsible was the proper utilization of the three hundred thousand immigrants coming annually to our shores. A third of them came from the motherland, and it would be worth while to care for, and employ them.

The speaker then referred to the agricultural and industrial expansion of the Dominion. He appealed for co-operation. The men working in the mines of Nova Scotia and the thousands of toilers in the west were all partners in the work. That work must be all for Canada.

Mr. R. S. Gourlay, President of the Board of Trade, said Canada was at an industrial stage where there was a great deal to be done. Our possibilities were manifold, and although we had the raw material, we had yet to make wonderful

strides before we could compete with a really great industrial nation in the utilization of our by-products, and we must rely on technically-trained men in common partnership with us to make the country great as a manufacturing nation.

The Honourable J. S. Duff took occasion to refer to the difficult problems relating to the construction of hydro-electric power lines, in the solution of which the engineering profession was playing a role of no mean importance.

Dean Galbraith recalled the days thirty years ago, when Professor Ellis and himself were the staff of the School of Practical Science, and seven students were its total enrolment. It was now seven hundred. He expressed his confidence that the men sent out by that School would prove true to its best traditions.

At a meeting of the Public Library Institute of the Brantford district. His Honour Judge Hardy, President of the Ontario Library Association, introduced the question, "How far can the Public Library go in aiding technical education?" The Judge felt that in view of the large sums of money being spent by artisans in Correspondence Courses for technical instruction, something ought to be done through our Ontario libraries to meet these needs, and urged that the Library Section of the Education Department should provide some comprehensive scheme by which the Province of Ontario would furnish some elementary kind of Technical Education for the thousands of working men desiring it, and that in this scheme the Public Library should be the local centre. A vigorous discussion followed in support of the views advanced by the speaker.

Statistics were presented showing that in six towns and small cities in Ontario during the last five years some $262,000 were paid to one Correspondence School alone for this kind of education.

At the annual dinner of the Engineering Society of the University of Toronto in the Convocation Building, a certain note ran through all the speeches and came to the surface so often as to justify its being termed the dominant thought with the present day student of Science in Toronto University. It was this: A recognition of the responsibility of leadership in development which will rest upon trained scientific men to a greater degree in Canada's history from now on. The Professors pointed it out and the students realized it. They are grateful to men who, in conditions much rougher than those found now, had laid the foundations of the opening chapters of engineering work in the Dominion in honest, hard work and unrightness, but, as day after day makes clearer the vision of what the country will be when the untold resources are fully developed, the work of the future outshines that of the past.

More than one speaker pointed out that in the rise of Canada to her full stature Engineers must bear a large part of the work. It seemed fitting that Professor Robertson, Chairman of the Commission on Technical Education, which is the first awakening to the problems of the country, should be present at this gathering.

Dean Galbraith, of the Science Faculty, speaking from a vast wealth of experience garnered during thirty years' connection with the School of Science, commanded the attention of all present. He said:

> It would delight the hearts of the Founders of this Institution and of the two who taught here with me first, to see that the class which numbered seven when we commenced has grown to eight hundred. Many changes have been passed in the course of the years, and I think it will not be long till there are a thousand learners with us. It used to be that the teaching was done by men from the Colleges. They were well up in their subjects, but they had not been out in the world, and lacked the contact

with actual conditions. One of the great changes has been in the type of men on the Faculty. We are cut off from the outside here, and one of the strongest tendencies, as a university becomes more huge, is to sever the bonds still more. I have often felt like becoming a recluse. It is the duty of our Graduates to bring back to us the fruits of their experience in the world with the learning gained here, and to keep us in touch with the outside.

President Falconer said:—

No engineer is working merely to see the finished product. He does not satisfy himself with sitting down and gazing at the building when it is done. He immediately goes at another. It is not the product that he works for, but the continuation of his work that brings contentment and advancement in the world.

The Honourable James Duff, Minister of Agriculture for Ontario, compared the work of the School of Science with that of the Ontario Agricultural College:

Both were the outcome of a realization of the requirements of Canada. Each has been working quietly with success year by year in its chosen field.

At a meeting of the Manufacturers' Association, it was stated that:—

It is most gratifying to note that there has been a marked advance in some centres in Ontario towards Industrial training of a more definite and practical character, such as metal work, forge shop practice and mechanical drafting. This has been particularly noticeable in Saulte Ste. Marie, Woodstock, Stratford, Berlin, Hamilton and Brantford.

At a Meeting of the Brotherhood of Carpenters at the Labour Temple Mr. S. G. Currie delivered an interesting address on "The Education of the Mechanic." He said:

Technical Schools were now absolutely necessary for men to become skilled in crafts. In former days, with the long apprenticeship system, young men were thoroughly trained in their trades, but the modern short-term apprenticeships made the boy learn his trade as best he could. Employers had no obligation to teach him to his advantage. Thus the average efficiency of workmen was low. The mechanic should keep his eyes open and observe things in connection with his trade, and learn how to do this work in as many different ways as possible.

You must put behind your work your brains and all the manual training you can. Brains sell for much more than mere manual expertness. The introduction of machinery is doing away with mere manual skill. To obtain the best current wages, good mechanics must work with their hands and brains.

President Falconer, of the University of Toronto, on the Importance of Technical Education as a Bridge of Science for the Gap between Culture and Handicraft.

In speaking of the importance of Technical Education, he said:—

"The Science Student will be the golden mean who can make our proposed systems of industrial training become effective. In creating intelligence and interest in the worker's life, and also to the content of his own, and this is the true secret of the value of technical education."

The *Mail and Empire,* in referring to this address, and to the training which young men receive in the Faculty of Applied Science and Engineering in the University of Toronto, under Professor Galbraith, said:—

"The Engineer's is a high calling. . . . He will always be with us as the Builder and Repairer of the endless diversity of works that must be kept going in our productive, transportation, and commercial economy. He must plan and equip our Mines, construct our Railways, bridge our great Rivers, pierce our Mountains, develop our Water power, and, generally, take charge of our material affairs."

BOYS TAUGHT TRADES IN NEW YORK REFORM SCHOOL AT FLUSHING.

While there is not much time in which to learn a trade, a good beginning is made in several branches at New York's Reform School at Flushing. There are five workshops, devoted to painting, tailoring, carpentry work, plumbing and baking. Many of the boys show proficiency in the mechanical arts. In the tailor shop they can make their own uniforms and caps—heavy dark blue for the winter and khaki for the summer. A great deal of the carpentry about the place is done by the boys. In the printing branch all the printing is done for the three Schools, and soon the entire work of the Board of Education will be in the hands of these boys.

In the bakeshop 7,000 loaves are baked every month, enough to supply the Manhattan and Brooklyn Institutions as well as the regular consumption of the Parental School. The boys do all the work—mix the dough in a big electric mixer, knead it, shape it and attend to the ovens. When they leave the school they are qualified as bakers. In fact, the boy who works in any department is sure of a job when he leaves, for though he may not be a competent tradesman, he has learned enough to make himself useful, or at least give him the preference to others who have had no experience.

TRAINING IN THE MECHANIC ARTS.

The Governor of Pennsylvania, in his message to the Legislature of that State, urges with great earnestness the necessity of making some provision for the training of a portion of the children of the commonwealth in a knowledge of the mechanic arts. He said:—

This subject of Industrial Education as an element of national prosperity has an importance that can scarcely be over-estimated. So large a proportion of the youth of the country who are educated in our Public Schools belong to classes which must rely upon labour in some of its forms for their maintenance and future usefulness, that it becomes a question of grave magnitude, whether their education in these Institutions is adapted as completely as it ought to be to their peculiar needs and the requirements of the country. If their education does not lift them above a condition that may be estimated by its relation to mere horse-power; if it does not in some degree fit them to become *skilled artisans*, and if it does not contribute to develop their capabilities as producers, it is certainly defective, whether it is regarded from the standpoint of philanthropy, or political economy, or patriotism.

That species of labour in its lowest form, which can be performed by mere uneducated force, is already in excess of the need, and therefore of the demand, in the United States; while our deficiency in *skilled* or educated labour is so great that we are obliged to resort to other lands for its supply. As long as this continues to be the case, industrial pursuits here must remain tributary to those of other countries, and our mechanical products will continue to be inferior to and unable to compete with theirs. The remedy is to be found—not entirely, it is true, but yet very largely—in

the training of a portion of the children of the several States in a knowledge of the mechanic arts. To this end the extended machinery of our Common School System is admirably adapted, and could be conveniently, inexpensively, and universally applied.

We do not advocate an increase of the number of studies pursued in our Public Schools, believing them to be already too numerous as to be largely obstructive of real advancement, and, in many instances, prejudicial to healthy mental and physical development. But we suggest that some regard should be paid in our Public Schools to the future condition and probable occupations of the pupils; and that, at a proper stage in the Common School Course, when the general elementary instruction contemplated by our School laws shall have been imparted, an opportunity should be afforded for special Technical Education to those who may desire it, or who may manifest special aptitude, or whose parents may wish it for them. Many a bright lad might thus be enabled to rise in the scale of productiveness as a skilled artisan, who, without such training, would struggle for long years against adverse circumstances, made doubly adverse by his want of the special elementary knowledge requisite to turn his abilities to practical account. It cannot be expected, indeed, to perfect the pupils in particular handicrafts or branches of industry. But, without converting the Schools into workshops, a foundation can be laid in them upon which their pupils may build hereafter to their own great advantage and the general welfare.

In connection with this subject, and as exemplifying the importance which intelligent manufacturers attach to technical training, we learn that one of our New York Establishments, which has achieved a world-wide reputation for the manufacture of printing-presses, became so convinced that the efficiency of their corps of workers would be greatly increased if, in connection with a good English education, they possessed a thorough knowledge of the fundamental principles of Mathematics and Mechanics as to be led to establish a School for the gratuitous instruction of their apprentices in grammar, arithmetic, algebra, geometry, reading, writing, drawing, composition and mechanics. As the term of apprenticeship varies from five to seven years, the opportunity is thus afforded for a complete course of instruction, which is made the more thorough by the practical application of it in the workshop.

JUVENILE EMPLOYMENT AND INDUSTRIAL UNIVERSITIES IN ENGLAND.

Inquiries are being made now in England into the question of juvenile employment. Even the golf caddies, hitherto exempt from the inquisitional eye of the humanitarian investigator, apparently on the ground that, like Greek slaves, they derive culture and refinement from their association with the superior beings who retain their services, are having their state anxiously considered. The educational reformer makes hay while the sun shines, and, finding public opinion sympathetic, gets more Government money devoted to education and better opportunities provided for all classes of the population. But his supreme effort has undoubtedly been made in the field of what is called higher or university education.

"Industrial" Universities.

Everyone knows how, of recent years, universities have sprung up in the larger manufacturing Towns, how thoroughly popular they are with their courses in business, and in every conceivable branch of science which affects the industrial life of their communities. But fewer Canadians know how closely these new universities, and especially the older universities, like Oxford, have come into touch with the people through other and quite different means. They have, of late, devoted some of their best thought and their best Teachers into the lives of those

engaged in manual labour and ordinary industrial and commercial pursuits. It is an unique attempt, conducted under the auspices of what is known as The Workers' Educational Association, and deserves careful consideration, if not imitation, on the part of Canadian Statesmen and Educationists.

A Workers' Association.

The Workers' Educational Association describes itself and its objects in these terms: "The association co-ordinates existing agencies and devises as fresh means by which working people of all degrees may be raised, educationally, step by step, until they are able to take advantage of the facilities which are and which may be provided in the Universities. This is a missionary organization, working in co-operation with educational authorities and working-class organizations. It is definitely unsectarian and non-political. It is a federation consisting at present of 1,389 organizations, including 511 Trades unions, Trades councils and branches, 181 co-operative Committees, 253 adult Schools and Classes, 12 University bodies, 30 local educational authorities, 60 working men's Clubs and Institutes, 68 Teachers' associations, 132 educational and literary Societies, and 142 other societies, mainly of work-people. It seeks to fulfill its objects in the following principle ways: (*a*) By arousing the interest of the workers in higher education and by directing their attention to the facilities already existing; (*b*) by inquiring into the needs and feelings of the workers in regard to education, and by representing them to the Board of Education, Universities, local educational Authorities and educational Institutions; (*c*) by providing, either in conjunction with the aforementioned bodies or otherwise, facilities for Studies of interest to the workers which may have been hitherto overlooked; (*d*) by providing, or arranging, for the publication of such reports, pamphlets, books, and magazines as it deems necessary." Beneath these generalizations, which seem to be required in the Prospectuses of educational, as of mining, and all other companies, is the sound kernel of truth that the great numbers who leave School at an early age and enter at once upon some toilsome vocation are demanding larger educational opportunities.

Want Knowledge and Training.

Such men are face to face with greater political responsibilities as the franchise widens; and they want knowledge and training, if they are to exercise political control intelligently. Here lies the real problem of modern society. Take the normal crowd, to be seen any evening in a city's streets, and put into it a desire for knowledge, and an interest in the great things of life, and also a sense of citizenship. The Workers' Educational Association seeks to solve the problem not merely by publishing a magazine, by gathering up working-class opinion, by representatives on the Board of Education and local boards, for these would be very inadequate means, but by forming classes for the actual instruction of working men and women. The help of the Universities has enabled it to take this step.

What Oxford is Doing.

Oxford began by providing a Tutor to meet groups of students in working class centres. Now a joint Board, chosen by Labour organizations and the leading Universities, direct the whole system. Thirty persons form a class; they pledge themselves to write one Essay a fortnight over a period of two years; a University

Tutor is sent to them, if possible, once a week, he lectures for an hour, questions for an hour following, and, in addition, corrects and criticizes each Essay submitted to him. The subjects studied are largely History, Economics and Political Science. Upon this skeleton has been built up a new University of the people. There were two classes with sixty students in 1907-8. There are now 70 classes, with 2,100 students. Diplomas are conferred upon those who cover the ground satisfactorily, and ultimately some of the best students may be brought up to the Universities, though this part of the scheme has not as yet been fully developed. At present those who are free attend a short Summer Session in Oxford. I have said enough to show that there is an earnest desire on the part of Workingmen to obtain higher education not in technical subjects, but in those branches of learning which prepare them to discharge the duties of citizenship, and that the Universities are straining every nerve, particularly the very tender nerve of finance, to meet their need.

Personal Instruction.

The instructor is not the milk-and-water concoction so often given to those outside university walls, but the real intimate, personal instruction, the argument and debate on big books and big subjects, the attention to careful thinking and expression which the Universities, and especially Oxford and Cambridge, offer to their best and choicest men. It is not to be wondered at that the workers who have received this training attain distinction in their walks of life, and that a change is already felt in the tone and temper of the labour movement.

King Edward's Helping Hand.

It is gratifying to know that, while laying the foundation stone of the new buildings of the Imperial College of Science and Technology, at South Kensington, the late King Edward gave a helping hand to the campaign in favour of higher scientific education. After emphasizing the "supreme importance" of the highest specialized instruction in science, especially in its application to industry, His Majesty continued:—

> I feel more and more convinced, as time goes on, that prosperity and even the very safety of the existence of our country depends on the quality of scientific training of those who are to guide and control our industries. With the present rapid growth of knowledge, specialism of a high order is necessary to success.

INTERESTING INCIDENTS OF MORSE'S FIRST OCEAN TELEGRAPH MESSAGE.

Professor Samuel Morse, the brilliant young painter, sculptor and scholar, became deeply interested in the experiments with electro-magnetism. On the Ship *Sully,* from Havre to New York, the idea of the electric telegraph appeared to his mind, and before he landed he had the plans of his instrument all drawn, to the minutest detail, to be used in the application for his patent, and in his practical work. After having spent all his own money and as much as he could borrow, in his attempts to operate his machine, as a last possible hope he appealed to Congress for help.

He asked for $30,000 for the construction of a line from Baltimore to Washington. The last day of the session was drawing to a close, and it looked as though Congress would deny his request. He went to bed that night about heartbroken.

At the breakfast table the next morning a young lady congratulated him and on asking the reason, he learned that the last Act but one passed by Congress was to furnish him the money he desired. He was so delighted with the news that he promised the young lady that she should send the first message over his wire. And this is the one which she sent: "What hath God wrought?"

What a difference there was between his feelings in the hotel that night and those he experienced thirty years from that time, in the Academy of Music in New York, when a grand reception was given in his honour! Distinguished men from all callings were then present, and he was enthusiastically praised as one of the greatest inventors of the world.

How appropriate was the first message sent, "What hath God wrought?"

If the Professor had selected one himself it could not have been more in harmony with his spirit, for in the hundred other things connected with his practical experiment he felt that he had been divinely led.

What an appropriate message was the one sent from the Academy of Music! It was the one that had been reported as the first communication from England to America over the Atlantic cable. It was the one that filled his heart to overflowing, as he walked to the instrument a veritable prophet of God and telegraphed, "Glory to God in the highest, on earth peace, good-will to men."

Professor Morse's great invention has indeed contributed to peace and good-will among men, by uniting cities and nations together by closer ties of commerce and stronger bonds of friendship. His life of purity, benevolence and devotion did its part to usher in a knowledge of the fatherhood of God and the brotherhood of man. There will come a time in the future when practically the quivering wires of earth will be united with the ecstatic wires of heaven in ascriptions of "Glory to God in the highest," and "Peace on earth, good-will to men."

FIFTY YEARS OF SCIENCE—HOW IT HAS MADE FOR HUMAN PROGRESS.

By Sir Oliver Lodge, D.Sc., F.R.S., LL.D., Principal of Birmingham University.

Fifty years ago Darwin's evolution was born indeed, but was passing through a tempestuous childhood. It was opposed not so much on scientific grounds, but because it ran counter to natural prejudices and contradicted some religious teaching.

The broadening and clearing of man's outlook on the universe, the realization of his place in the scheme of things, and of the help which is expected from his conscious co-operation towards progress and enlightenment, are perhaps the greatest of all the results of the last fifty years.

Fifty years ago the nature of disease was practically unknown; fermentation and many other organic processes were treated as purely chemical instead of as mainly biological. It is not too much to say that Pasteur's discovery of the nature of disease is in the act of revolutionizing medicine; it throws light upon the activity of soil in agriculture, the purification of rivers, the treatment of sewage, and a quantity of other problems of great importance.

Triumphs of Surgery and Medicine.

While as for surgery, the germ theory as applied and enforced by Lister to the treatment and infliction of wounds has enabled the surgeon to perform operations with safety which before were impossible; and the after-effects on the patient are out of all comparison less painful and distressing than they were in the days when suppuration was regarded as a normal and inevitable consequence.

In geographical exploration the opening up of Africa and other parts of the earth that has occurred during the past half-century has had results some of which still badly need reform, though in the long run they must be beneficial. Here again discoveries in medicine are of profound importance. The detection of the carrying power of insects, and energetic measures taken for the extirpation of insect pests, bid fair to open up great tropical belts of the earth to human habitation; and thus, in due time, regions which solar power can make fertile beyond anything known in temperate latitudes will grow a rich harvest for men of the future.

Annihilating Space: Electricity.

Fifty years ago there was no cable to America, and the sea passage occupied the best part of a fortnight. The friendship of that great continent, and of our own descendants there, must be credited in part to the increased facilities for intercourse afforded by engineering science. The friendship now begun—made easy by a common language—will, let us hope, never become extinct.

Telephones can hardly be said to be an unmixed blessing, but the electric light is a pure gain; and before long, by setting free gas for its natural duties of combustion and heating and cooking, it will indirectly contribute to lessen the pollution of our limited atmosphere that renders town life of to-day so far less healthful than it might be. For the germ-killing rays of the sun are just those which even a thin pall of smoke excludes.

Astronomy and Electricity.

In astronomy how much has been accomplished! The motion of stars in the line of sight, the photography of the heavens, the penetrating further and further into the depths of space by gigantic telescopes, the application of the spectroscope to determine the nature of nebulæ, and the vast ideas of stellar evolution and of the infinite drama of the heavens which is being played before our eyes—all this though heralded by a few men of genius at a date preceding our era, has now penetrated to, and is beginning to influence the thoughts of, the man in the street.

Electrical applications—the electric furnace, the extraction of nitrogen from the air for the purpose of agriculture, the transmission of power ,the utilization of water power by electrical means for locomotion and for many other purposes—are all practically the outcome of this period.

The discoveries of X-rays, of radio-activity, and of the probable electrical constitution of matter, still belong to the period of quite recent history.

Chemistry of the Atom: New Elements.

The greatest discovery in chemistry has been that of the relationship among the atoms, associated with the name of Mendeléef, whereby all the elements are

exhibited as a group of families having probable relationship with each other, some of them related as ancestors and descendants. The prediction of new elements thus rendered possible, before their experimental discovery was made, marks this as a first-class achievement. And the striking discovery of argon and the other inert constituents of the atmosphere has served to justify the foresight of such a chemist as Julius Thomsen in a remarkable way.

Technical Advance and Human Progress.

Many great chemical industries have sprung up through Perkins' discoverey of aniline dyes, and much progress has been made in the invention and manufacture of high explosives. The recognition of hypnotism also, and of telepathy, is not to be ignored; and though mere technical advance is no sure and certain guarantee of human progress, yet when mankind has learnt wisdom enough to utilize its enhanced powers and improved methods, not for selfish aggrandizement and greed, still less for competition and slaughter, but for the good of the whole human race, then undoubtedly these discoveries, like all others, must contribute to the well-being of man.—*Public Opinion, October,* 1910.

V. REPORT OF AN INQUIRY IN REGARD TO AGRICULTURAL EDUCATION IN THE UNITED STATES, 1873.

Letter of the Commissioner of Agriculture, authorizing the Reverend W. F. Clarke to Visit and Report on Agricultural Colleges in the United States.

Commission to the Reverend W. F. Clarke, Editor of the "Ontario Farmer."

You are hereby commissioned to visit the leading Agricultural Colleges of the United States, and report thereon to this Department, your Report to embrace, among other things, the following particulars:—

1. The establishment, cost and mode of sustaining such a College; with the Experimental, or Model, Farms attached; their management; the Course of Study pursued at them; the Professorships in them; the attendance of Students; the estimation in which these Institutions appear to be held in the United States; their practical working; the results of their operations, so far as can be ascertained; the Expense of their maintenance; and the extent to which by Fees, Manual Labour of Students, or otherwise, they are self-sustaining.

2. You are also commissioned to visit the United States Department of Agriculture at Washington, and ascertain by what methods it aims to promote the Farming interests.

On your return you will embody the results of your Observations in a Report to this Department; and also submit an economical and practical Scheme for the establishment of an Agricultural College in this Province. You will also furnish this Department with any Suggestions your Tour may enable you to make, whereby its serviceableness to the Agriculture of this Province may be enhanced.

John Carling,
Commissioner of Agriculture.

Toronto, August 12th, 1869.

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THIS BOOK MUST NOT BE REMOVED

Report of Reverend W. F. Clarke on Agricultural Education in the United States to the Honourable John Carling, Commissioner of Agriculture.

I had the honour to receive from you a Commissioin to visit and report upon the state of, and facilities for, Agricultural Education in the United States.

In pursuance of the Instructions given me, I visited several of the more prominent Agricultural Colleges in the United States. . . . Among the Institutions visited by me, there are two, one at the East and the other at the West, which may be regarded as exemplary, if not model in their character, videlicet:—those of Massachusetts and Michigan.

It may be premised that the Agricultural Colleges of the United States are indebted to an Act of Congress, passed in 1862, by which a munificent Land Grant was made to every State in the Union for the permanent endowment of such Institutions. The purpose of this Donation is thus stated by the Originator of the Bill making the Grant:—

"To establish at least one College in every State, upon a sure and perpetual foundation, acceptable to all, but especially to the sons of toil: where all the needful Sciences for the practical avocations of life shall be taught; where neither the higher graces of classical studies, nor the military drill our Country now so highly appreciates will be ignored; and where Agriculture, the foundation of all present and future prosperity, may look for troops of earnest friends, studying its familiar and recondite economics, and at last elevating it to that higher level where it may fearlessly invite comparison with the most advanced standards of the world."

Under this Act each State became entitled to a quantity of Public Land equal to 30,000 Acres for each of its Senators and Representatives in Congress. It was provided that this Land should be sold to the best advantage under the supervision of each State, and the proceeds invested as a perpetual Endowment in safe Stocks, yielding at least five per cent. per annum. The Massachusetts Agricultural College owes its existence to the National Land Grant; that of Michigan was already in prosperous operation when the Land Grant was made, but has, of course, received a considerable impetus from that wise and patriotic Act of Congressional Legislation.

The Massachusetts Agricultural College at Amherst.

The quota of Land allowed to Massachusetts was 360,000 Acres. The State Legislature accepted the Grant, and proceeded to consider the best mode of appropriating it. The question in regard to Agricultural Education was: Whether the object can be best promoted by making Agriculture one of the many subjects taught in a general College, or by having a College specially devoted to it. . . . The Massachusetts Legislature, however, decided to establish a separate Institution as an Agricultural College. . . . This amount required for the Building of the College having been pledged by the Town of Amherst, and an eligible Site and Farm of 383 Acres having been secured in that Town, at a cost of $41,000, the Agricultural College of the State was located there, and opened for the reception of Students in the Autumn of 1867. . . . Besides Boarding, Class and Lecture Rooms, there is accommodation for one hundred and ten Students. . . . There are seven Dwelling-houses, two Brick Dormitory Buildings, a "College Hall," a Botanic Museum, a beautiful Plant-house, and a spacious Model Barn and Outbuildings. The Faculty of the College consists of a President, who is also Professor of Botany and Horticulture; and Professors of Agriculture, Military Science, Mathematics and Physics, Chemistry, Modern Languages; and Lecturer and Instructors on a variety of special branches of Study. Two classes of Students are contemplated in the Course of Instruction which is provided, videlicet:—"Those who wish to obtain a thorough Literary, Scientific and Business Education, qualifying them to act well their part, not only as Farmers and Gardeners, but also as citizens and men; and those whose circumstances, or

wishes, induce them to seek a more limited and practical Course of Instruction, with particular reference to Farming as a profession." The regular Course of Study occupies four years, and those who complete it receive the Degree of Bachelor of Science. The Farm Superintendent gives daily instruction in the best methods of Practical Agriculture. Every Student is required to labour two hours on alternate days as a College exercise. For this no pay is given, but for all extra labour Students are paid at the rate of 12½ cents per hour. Thus far, more than half the Students have voluntarily worked, more or less, for wages, as a means of reducing the cost of attendance at College. The expenses of the Chemical Laboratory to Students of Practical Chemistry, $5 per term, including Chemical Apparatus, at cost; total expenses, inclusive of Fuel and Books, about $250 per annum. . . . These Agricultural Society Scholarships are offered for competition, and the Candidates passing the most creditable examination become entitled to them. It speaks well for the reputation of this College that it has been well filled with Students ever since its opening in October, 1867, and that they have been chiefly Farmers' Sons who have been in attendance. No one is admitted at a younger age than fifteen, and thus far the Students have averaged eighteen years of age. Nearly all have been Full Course Students. This College is considered to have been remarkably successful. . . . The total cost of its maintenance, inclusive of the Farm, is about $20,000 per annum.

The Course of Study and Instruction in Massachusetts Agricultural College includes Algebra, Human Anatomy and Physiology, Chemical Physics, Geometry, French, Chemistry, Botany, Hygiene, Agriculture, Orthography, Elocution and English composition, German, Commercial Arithmetic and Book-keeping, Trigonometry, Analytical Chemistry (with Laboratory practice), Mensuration, Surveying, Analytical Chemistry, Zoology, Drawing, Comparative Anatomy, Diseases of Domestic Animals, Organic Chemistry, Dairy Farming, Market Gardening, Agricultural Chemistry (with practice in the Laboratory and the Field), Physics, Rhetoric, Horticulture, Astronomy, Systematic Botany, History of the United States, Mineralogy, the Cultivation of the Vine, of the Fruit and Forest Trees; Useful and Injurious Insects, Intellectual Philosophy, History, Physical Geography, Moral Philosophy, Political Geography, the Civil Polity of Massachusetts and the United States, Geology, Engineering, Political Economy. Lectures upon Stock Farming, Architecture, Landscape Gardening and English Literature; and Exercises in Original Declamation and Debate during the year. Exercises in Gymnastics, Military Tactics, and the various operations of the Farm and Garden, throughout the Course.

The Michigan Agricultural College, near Lansing.

In the year 1855, the Michigan Legislature made an appropriation of Forty thousand dollars, for the establishment of a State Agricultural School. A tract of Land, three miles east of Lansing, the State Capital, was purchased. A site for the necessary buildings was chosen, and a beautiful natural park was formed by wisely leaving here and there suitable Trees already well grown and firmly established in the soil; an example of what every Farmer in a new Country might do. A College Building, 100 feet by 50, and a Boarding House of nearly equal size, were erected, and the Institution was formally opened in May, 1857. A central Building, ornamental in style, but planned so as to obtain the most accommodation with the least outlay, has since been erected.

This institution, as already stated, was in an effective condition at the time that the great National Land Grant was made. It then became possessed of 240,000 acres of land, within the State of Michigan. The possession of these Lands has inspired the friends of the Institution with great enthusiasm, and produced an important moral effect by the certain prospect of ample means to provide for the operating of the College in all time to come. During the past year the number of Students was eighty-two, representing twenty-six Counties of the State. Of this number, sixty-two were Sons of Farmers. Roads, Fences and Bridges have been built, and a large amount

of grading and ditching done. It is a peculiarity of this College that by Legislative enactment, it is required "That three hours each day shall be devoted by every Student to labour upon the Farm, and no Person shall be exempt, except for physical disability." This requirement of labour is made, not only because it is remunerative to the Students, but because it is educational, and calculated, at a period when tastes and habits are formed, to induce a love of work, and sympathy with the working classes. Special pains are taken at the Michigan Agricultural College, to render Labour honourable and attractive. The Officers of the Institution work with the Students, or personally superintend their work. The Professors of Agriculture and Horticulture, the Foreman of the Farm and Garden, and the Foreman of the Greenhouse are always out with the Students during their work, while the Professor of Chemistry and other Officers often are so. It is aimed to connect the Labour and Studies of Students as far as possible. Lectures are sometimes given in the Fields and Stock-yards, and the principles learned from Class Books are, as frequently and as fully as can be done, illustrated in the Workshop, on the Farm, and in the Garden. After a thorough trial of its merits, the Trustees and Faculty of the Institution cling very tenaciously to the Manual Labour feature of the College, and regard it as intimately connected with its prosperity and usefulness. . . . This requiring all Students, without exception, to labour, effectually prevents the springing up of caste among them, while participation in actual work by the Officers of the Institution themselves does much to make labour inviting to the young men.

The requirements for admission to this College are thus fixed by Law:—"No Student shall be admitted to the Institution who is not fifteen years of age, and who does not pass a satisfactory examination in Arithmetic, Geography, Grammar, Reading, Spelling and Penmanship." The Law also says:—"The College shall be a high Seminary of Learning, in which the Graduate of the Common School can commence, pursue and finish a Course of Study." The chief objects contemplated by the College are these:—1st. To impart a knowledge of Science, and its application to the Arts of life. Especially are those Sciences taught which relate to Agriculture and Chemistry, Botany, Zoology and Animal Physiology. 2nd. To prosecute Experiments for the promotion of Agriculture. 3rd. To afford the means of general education to the Farming Class.

Tuition is free to all Students from the State of Michigan. Outsiders are charged Twenty dollars per annum. Board and washing are provided at the College Boarding Hall at cost. A charge of $6.50 per year is made for incidentals. The Rooms are furnished with Bedsteads and Stoves; what else is requisite, the Students must provide for themselves. The terms are so arranged as to give a long Winter Vacation, affording Students an opportunity for teaching. . . . There is already much pleasing evidence of the usefulness of this College and of its high and growing appreciation by the Farmers of Michigan. A proportion of its graduates are engaged in Practical Agriculture. Four of its Graduates have become Professors in Agricultural Colleges. Its influence is very perceptible upon the surrounding Farm region.

The Primary Course of Instruction is practically the same as in other Agricultural Schools and Colleges.

Particular attention is called to the Course of Study. It is believed to be sufficient to impart thorough mental discipline and such information as is required by the general Student. The peculiar feature of the Course of Study is the prominence given to Physical Sciences—Botany, Chemistry, and Animal Physiology. Practical Agriculture, Horticulture, Stock-Breeding, Entomology and Meteorology are prominent features of the Course. . . .

Select Course of Instruction in Departments of the Michigan College.

Persons of suitable age and requirements, who desire to pursue one or others of the branches of Study more closely related to Agriculture, (such as Chemistry, Botany,

Animal Physiology, etcetera), may be received for a less time than is requisite for the full course.

The Educational System of the College is performed with special reference to illustrating and applying the Instructions of the Lecture Room. . . .

Means of Illustration to be Used in the Michigan College.

1. A Farm of 676 Acres, of which about 300 are under cultivation.
2. Botanical Gardens of Trees, Shrubs and Herbaceous Plants, and a Greenhouse.
3. Vegetable Gardens, a Fruit Garden, Apple Orchard, general Lawn and Grounds.
4. Galloway, Ayrshire, Devon and Short Horn Cattle; Essex, Berkshire, Suffolk and Chester White Swine; Southdown, Cotswold, Spanish Merino and Black-faced Highland Sheep.
5. Chemical Laboratory and Apparatus.
6. Philosophical and Mathematical Apparatus.
7. A Museum of Animals and Minerals.
8. The Cooley Herbarium, or collection of Plants.
9. Museum of Vegetable Products.
10. Library and Reading Room.
11. Buildings, Workshops, Tools, etcetera.

The Agricultural Department at Washington.

In accordance with your instructions, I visited the United States Department of Agriculture at Washington. . . .

The chief business of the Department is to collect and diffuse useful information in regard to Agriculture and Horticulture. Correspondence is had with all parts of the Country, and investigation is kept up of European records of Experimental Science, the transactions of Agricultural and kindred Societies, and Official Bulletins and Publications. The matter thus collected is condensed, arranged, tabulated, and the gist of it embodied in a Monthly Report. . . . A yearly Volume of great value is published by the Department, which embodies, in a permanent form, the results of the enquiries and investigations pursued from time to time, and is particularly useful from its furnishing information as to the best methods of Cultivation, and the newest improvements in the manipulation and management of matters pertaining to the Farm and Garden. These Volumes, as thus far issued, are in themselves a most varied, comprehensive and instructive Library of Agriculture and Horticulture.

The Washington Department has under its supervision a Chemical division, which is constantly engaged in the examination of Minerals, Ores, Earths, Products from various Manufactures, special investigations in Technical branches of Industry, and analysis of Field Products. A recent work undertaken by this division has been the Chemical Analysis of average samples of the Cereal Crops collected from all parts of the United States and Territories, with a view of determining their relative richness in food elements. A thoroughly furnished Laboratory and every appliance of modern Art and Science enable the Department to pursue investigations and try experiments which no individual society or Institution could successfully prosecute. A Mineralogical Cabinet contains a large number of choice specimens.

The Entomological division, under the care of Professor Glover, is in a state of great efficiency. I know of no Insect Collection comparable with that which has been brought together by his labours, who united with high competency as an Entomologist rare skill as an Artist, and can not only set up the actual Insect specimen, but produce life-like illustrations of it, doing with his own hand the work of both draughtsman and engraver. The ravages of Insects have of late years entailed immense losses upon Agriculturists and Horticulturists, and it is impossible to overestimate the importance of the service rendered by this division of the Department to the interest of the Farm

and Garden. Professor Glover carries on an extensive scientific correspondence with Entomologists in various parts of the world, and it was with no small pride and pleasure that I learned from him that his most valued and useful correspondent was a Canadian amateur, Mr. William Saunders, of London, Ontario. A Museum of Natural History, native and foreign Vegetable and Flower specimens, and Seeds is an adjunct of this division.

The distribution of Seeds and Plants is another method by which the Department seeks to promote the farming interests under its supervision. During the year 1868, no fewer than 592,398 packages and papers were distributed, including 31,127 sacks of Winter Wheat, specially imported to furnish the Country with a change of seed. This extensive distribution was made through the following channels:—Members of Congress, 223,672 packages; Agricultural and Horticultural Societies, 98,861; Statistical Correspondents, 86,391; Individuals on application, 183,474; total, 592,398.

The investigation of diseases among Farm Stock has been by no means the least important service rendered by the Department to American Agriculture. On the breaking out of the Texan fever among Cattle, the Commissioner promptly engaged the services of Professor John Gamgee, of the Albert Veterinary College of London, England, to investigate its character, causes and means of prevention and cure. The speedy and effectual check put upon the virulent malady is largely to be attributed to the energetic and thorough manner in which it was dealt with by the Department.

The Experimental Garden, under the care of Mr. Saunders, although only five acres in extent, is marvellously comprehensive and varied in its contents. Here new Vegetables, Flowers, ornamental Plants, Shrubs and Fruits, are carefully grown and thoroughly tested, under the eye of one of the most intelligent, skilful and experienced Horticulturists of the age. Among many other new aspirants to favour in the world of Horticulture I was pleased to find here specimens of Plants of the new hybrid Grapes and Raspberries originated by Mr. Charles Arnold, of Paris, Ontario, and to hear from Mr. Saunders very flattering and hopeful opinions in regard to them.

I would strongly urge the desirableness and importance of establishing a Provincial Agricultural College, and making it part of a graded System of Public Instruction in the various branches of knowledge essential to Scientific Farm Management. . . .

GUELPH, June 8th, 1870. WM. F. CLARKE, *Commissioner.*

THE REVEREND W. F. CLARKE'S SUGGESTION AS TO ESTABLISHMENT OF AN AGRICULTURAL COLLEGE FOR ONTARIO.

I avail myself of your permission to reduce to writing the substance of some representations lately made by me to you, in reference to the projected Ontario Agricultural College. . . . I find a remarkable unanimity of opinion among leading Agriculturists as to the importance of special training for the business of Farming, and no less that it is the duty of the State to provide such training. There is also a very decided preponderance of opinion that such training must be provided for by the establishment of Agricultural Colleges, distinct from Colleges and Universities of a general Literary and Scientific character. I do not know of an instance in which a Chair of Agriculture connected with a general Institution of learning has been successful in drawing around it any large body of Students, or exerting any appreciable influence upon the Agricultural interest of a community or Country. As with the Professorship of Agriculture in our own Provincial University, although filled by one of the ablest Agriculturists of the age, the one word "failure" gives the history of all such arrangements. Agriculture is overshadowed by other Studies. . . . To teach Agriculture effectively there must be a separate College for the purpose, with a Model or Experimental Farm attached, where the Students can be taught the practice as well as the principles of Agriculture. . . . This is just as needful in a process of Agricultural training as it is that Medical Students should have Hospital practice, or that

Students of Law and Divinity should have exercise in Elocution and Public Speaking. I would, therefore, very strongly urge "that choice be made of some Country Town of sufficient size to furnish Society, Market and Business facilities; that the place chosen be the centre of some such wealthy Agricultural region; and that there, where it can exert an influence peculiarly its own, mould the surrounding public sentiment to respect for the dignity of Labour, and be strong in the esteem of an advanced Agricultural population, it pursue that beneficent and useful career which, I feel sure, were it established wisely and well, under such circumstances, would be predestinated for it."

I come next to the question of Site. I would strongly urge these four requisites to a suitable choice. Firstly, a plot of Land comprising all varieties of Soil, so that useful experiments might be conducted for the general good. Secondly, a high and, if possible, undulating stretch of ground, affording opportunity for laying out the Estate tastefully, and giving a commanding position for the College Buildings. Thirdly, an unfailing supply of running water. Last, but not least, a healthful neighbourhood. . . .

To secure the greatest efficiency of the Institution, its Presiding Officer should visit similar Colleges to inspect Apparatus, that he may make choice of the best; to investigate Courses of Study and Modes of Teaching, that the most approved may be adopted; to enquire into conditions of success and causes of failure; and in general to qualify himself as thoroughly as possible for his post of duty. The President should take active steps to awaken interest in the College among those from whose families the Students are to come. . . . It is desirable that all parts of the Province should be made to feel that the College is theirs, and that representative young men should be got from every Section, who, on completing their Studies, will go forth as missionaries of Scientific Agriculture to their several neighbourhoods. I can think of no better plan whereby this needful preparatory work is to be done than by the holding of Agricultural Conventions, like the County Educational Conventions held by the Chief Superintendent of Education in the interest of our Common School System. Each County, either by Statute enjoining it, or by representations memorializing it, should establish one, or more, Scholarships in the projected College, to be competed for by the young men of the County, who, being Senior Pupils in the Common Schools, and having studied the First Lessons in Agriculture now taught in them, would emulate each other in the endeavour to obtain such useful Prizes. Thus a select class of Students would be secured, a portion of the expense of maintenance provided by the Municipalities, and a widespread interest awakened and kept up in the subject of Agricultural Education. Besides attending and addressing such County Meetings, the President should make large use of the Press in expounding the objects of the College, and commending it to the support of the Country.

GUELPH, February, 1872. WM. F. CLARKE.

THE REVEREND W. F. CLARKE'S REPORT ON FARMS AT GUELPH.

I beg to report that, in accordance with your desire, I have instituted very thorough inquiry as to property contiguous to the Town of Guelph, suitable for the Site of an Agricultural College, and have succeeded in obtaining a binding offer, good for twenty days, of about 400 Acres in one block, at $24,000, or $60 per Acre.

This piece of Land adjoins the North Ward of the Town—indeed, some 30 Acres of it are within the corporation limits; it is close to two of our most important macadamized Roads, and fulfils all the requisites for an Experimental, or Model, Farm; being composed of choice and varied Soil, in an excellent state of cultivation. It is very beautiful for situation, having an undulating surface, and comprising a most commanding Site for Public Buildings; it is well watered, being bounded on the west by the north branch of the River Speed; and it is undeniably one of the healthiest spots in the world. There are two substantial Farmsteads on the property; one consisting of a beautiful Stone Residence, with ample Barns; the other not so valuable, but still com-

modious enough for a Farmer's Family. The place is well fenced, a large portion of the outer Fence being of Cedar posts and boards. About 50 Acres are partially wooded, say about half as thickly as in a state of nature. Possession of the Estate can be had at once, except a portion which is rented as a Race Course, and the lease of which, at $200 per annum, has about a year to run.

I am confident that every Person competent to form an unbiased judgment will pronounce the property every way fit for the Site of an Agricultural College, and I am also quite certain that among the many desirable properties adjacent to the Town of Guelph, the one of which I submit an offer has no superior, if indeed it has an equal. . . .

GUELPH, 13th February, 1872. WM. F. CLARKE.

AN AGRICULTURAL COLLEGE FOR ONTARIO.

NOTE.—The Farm at Guelph having been purchased by the Government, the President of the Agricultural Association referred to it as follows:—

It is proper to direct your attention specially to the proposed Agricultural College and Model Farm. During the present year the Ontario Government have purchased the farm of Mr. Stone, near Guelph, for the purpose. It is one of the best Farms in the Province, and in every respect admirably fitted for the Institution. It is pleasing to be assured that it will be soon opened for the reception of Students. In Ontario we need an Institution in which teaching the Science and Practice of Agriculture is the leading feature. We have tried the same experiment which has been so often tried elsewhere, with invariably the same result, that is, we have tried to unite an Agricultural School with a literary Institution, (The Toronto University), on the theory that an Agricultural Student should combine a Literary Course with an Agricultural one; the result has been failure. The literary has overshadowed and extinguished the other. The general has overpowered the special. Notwithstanding the teaching of an able Professor in our own University College this has been the result. The same thing is the case at Cornell University. A large Endowment was given to New York for an Agricultural College, and that was ceded to Cornell, and an Agricultural Faculty was established, but as part of a great Literary Institution, and the result has been that in a University Roll of several hundreds the Students in a given time number less than twenty. We propose that our Farmers' Sons shall receive that kind of training which has a special reference to the profession of Agriculture; in other words, that as in the case of other professions, they shall be trained for their own profession, taught Scientific and Practical Agriculture, and that they shall also be taught to feel that the profession of Agriculture is a noble pursuit, a pursuit first in importance to the world, and largely free from temptations to vice, and very favourable to the practice of virtue. The Ontario Government have secured the valuable services, as Principal, of Professor McCandlers, formerly of Glasnevin, Ireland, and lately of Cornell University. Under his auspices we hope to have a prosperous career for our Ontario Agricultural College and Model Farm. To the Farmers of Ontario this Institution belongs, and they ought to give it their confidence and extensive patronage.

The Government and Parliament are supplying these valuable privileges,—see to it that your Sons take advantage of them.

REPORT OF AN INQUIRY IN REGARD TO THE INSTRUCTION AND CARE FOR THE DEAF AND DUMB AND THE BLIND, 1868.

(Condensed.)

By the Reverend Doctor Ryerson, Chief Superintendent of Education for Ontario.

To His Excellency Major-General Stisted, C.B., Lieutenant-Governor of the Province of Ontario.

May it Please Your Excellency,—

In the Letter of the Secretary of the late Province of Canada, dated Ottawa, 19th of October, 1866, which informed me that it was the pleasure of the Governor-General in Council that I should make an Educational Tour in Foreign Countries, the following instructions were given:

"I have further to request that you will carry out, as far as practicable, the suggestions contained in the Memorandum, as to collecting information, etcetera, during your Tour, respecting Schools for the Deaf and Dumb, and Blind."

HEADS OF REPORT RESPECTING THE DEAF AND DUMB.

In reporting the result of my inquiries, I desire to offer some suggestions for the consideration of the Legislature and public relative to the establishment of Institutions for the Deaf and Dumb and the Blind. In former years I had visited and learned the peculiarities of several of these Institutions in Germany; during my late Tour I visited similar Institutions in five of the neighbouring States, in England and in France. . . . What I have to report on this subject will be presented under the following heads:

1. The class of Persons for whom these Educational Institutions are required.
2. The nature and difficulty of their education.
3. A sketch of the origin and progress of Institutions for their education.
4. The principal Institutions in Europe and in the United States for the education of Deaf Mutes, together with their methods of instruction.
5. The public provision made for the establishment and support of such Institutions.
6. Suggestions for their establishment in Ontario.

I. Condition and Numbers of the Deaf Mutes.

I am first to note the class of persons for whom these Educational Institutions are required. They are those who are possessed of all the intellectual and moral faculties of man; all human susceptibilities and capabilities of pleasure and pain; all the wants of our race; but are deprived, by hereditary, or personal, disease, or accident, without any fault of their own, of one of the five senses of man,—the sense of hearing, —the source of so much pleasure, knowledge, and power; and are, consequently, deprived of the use of the organ of speech,—the companion of the sense of hearing,— and of all enjoyment and endless advantages arising from spoken languages. They are, therefore, called Deaf Mutes, or Deaf and Dumb,—dumb as to articulate language, but not dumb as to any of the intellectual powers, social and moral sensibilities of our nature. They see, but they hear not. They behold the works of God and man, but are without the power of language to learn, or magnify either; they feel all the wants and sorrows of humanity, and are susceptible of its pleasures, but are destitute of speeech to express their wants and sorrows, or to receive and impart those pleasures. Their silence appeals to the heart of sympathy more powerfully than any words of the Orator. . . .

2. Nature and Difficulty of the Education of Deaf Mutes.

The education of Deaf Mutes presents formidable difficulties, and requires great skill and labour. They are not only to be taught the subjects of ordinary School Education, but the very language in which those subjects are taught; and, in teaching that language, there is no organ of hearing, as an instrument of instruction and knowledge. To the Deaf Mute the world is a world of solitary silence—no harmony of music, no sounds of the elements, no voice of words. He cannot tell his wants and wishes; he has no mother tongue; he has never heard the sound of even the Mother's voice, and is unconscious of his own. He can form no idea of sound, any more than can a blind man of colors. His eye is his only ear, and gesture his only language. But what gestures can express the truths of Science, the doctrines of Revelation, the moral duties and social relations of life? The solution of this problem appears to me one of the most difficult and noblest achievements of human genius and philanthropy. Yet it has been solved; and thousands of this speechless, isolated, unfortunate class,—yet, with unaimed intellects and hearts,—have been restored to society,—have been made useful members of it,—have learned Trades, and acquired the knowledge of ordinary life; and many of them have made marvellous attainments, not only in the subjects of Common School Education, but in the physical and moral Sciences, in the higher Mathematics, and in Ancient and Modern Languages. Without the instrument, or power of spoken language, they have learned the meaning of its words, its structure, and its use, by writing with a facility, and, in some instances, with an elegance and power truly wonderful. The knowledge acquired by many of them in Natural History, (especially Botany), the elements of Chemistry and Natural Philosophy, Mental, Moral and Political Science, is equal to that of ordinary Students in the higher schools of learning. Thus the intellectual and moral, as well as physical, world is opened to the minds of these children of silence, whose only media of communication are the bodily eye and bodily gestures.

In educating a Deaf Mute, the first step is to teach him the language in which he is to learn,—a matter of the greatest difficulty in the absence of all vocal sounds. . . . The Principal of the Ohio Institution for the Deaf and Dumb remarks:

"Some persons do not realize that, when a Child has been here three, or four, years, he is where an ordinary child is when he begins to go to School; and they expect him to accomplish in the remaining two, or three, years what we allow speaking children, with all their faculties, from eight to ten years to secure. It is fair to suppose that an ordinary hearing child, twelve years of age, learning the Latin, or Greek, Language, has far less difficulty to encounter than the Deaf-mute has in mastering our written language. . . .

The distinguished Principal of the New York Institution for the Instruction of the Deaf and Dumb, states the question of difficulty and labour in the following words of his report for 1862:—

"The great object of our labours is, of course, to restore our Pupils to the society of their fellow-men, by enabling them to read and write understandingly the language of their Country, and to impart to them the consolations of Religion. Our Pupils come to us, for the most part, entirely destitute of words; and their first lessons in language are necessarily confined to its simplest elements, and to the expression of the most familiar ideas. For the first three, or four, years we use Text-books specially adapted to the use of the Deaf and Dumb. As the pupil advances, and becomes capable both of grasping more elevated ideas and of using more complex forms of language, we put into his hand simple Text-books of History, of Geography, of Natural History, of Natural Philosophy. . . . After mastering so much of language, as is necessary to read children's books, and to express his own ideas with tolerable correctness, we insure a greater interest in his lessons, give him fuller means of intellectual enjoyment, and restore him more completely to the intercourse of society, by giving him a complete, though necessarily abridged, course of each of those Sciences

that describe the earth, its productions and inhabitants, relate the history of his own and other nations, and elucidate the most important laws of nature, not forgetting to give due prominence of the laws of Morality, the history of the Bible, and the precepts of Religion."

Such, then, is the difficulty of educating the Deaf and Dumb, and such the design and scope of their education.

3. Origin and Progress of Institutions for the Education of Deaf Mutes.

The earliest mention in history of efforts to teach the Deaf and Dumb is made by the Venerable Bede (in his Ecclesiastical History of England), who states that John of Beverly, Archbishop of York, endeavoured, about 650, to teach a poor Deaf Mute, whom he had received, to use articulate language. It appears that this charitable Prelate employed some of the very means of instruction which are now used in Schools for the Deaf and Dumb. After the lapse of nearly a thousand years, mention is made of Pierre de Poince, of Spain, a Benedictine Monk, who died in 1854, having attempted to teach a Deaf Mute to write and speak; and Paul Bonnet, Secretary of the Constable of Castile, in a Volume, dated 1620, explains the method which he had pursued in teaching the Constable's Brother, a Deaf Mute, to write and speak. In 1669, the Parliament of Toulouse made valid the written will of a born Deaf Mute, who had learned to express himself by writing. Jacob Rodigue Pereira, a Jew, came from his native Country of Estremadura in 1734, and established himself at Bordeaux as Teacher of the Deaf and Dumb, combining the employment of mimic signs, manual Alphabet, and Speech in his instructions. In 1746, the Royal Academy of Caen requested him to give an account of his methods of instruction, and honoured him with the expression of its approbation.

The Abbe de l'Eppe, Braidwood, Watson, and Gallaudet.

But the recognized Father and Founder of Deaf Mute instruction in France, and of the Paris Institution, is the Venerable Abbe de l'Epee, who seems to have had his attention directed to the subject, and his feeilngs enlisted in it, in 1760, by meeting with two Deaf Mute Sisters, who had been deprived of Religious instruction by the death of a Priest, Father Vauin, who had undertaken to initiate them into the dogmas of Christianity by the aid of Engravings. The first public exhibition of his Pupils was made by Abbe de l'Eppe in 1771. The institution founded at Paris by the Abbe de l'Eppe was erected into a National establishment in 1791. M. Vaisse, the present Director of the Establishment, remarks that:

"It is only in this Century, and even in late years, that the subject has obtained all the interests which it wants. The affecting fact which statistics have revealed, of the existence of more than 20,000 of our fellow citizens affected by deafness, finds, at this day, its consolation in the foundation, more or less recent, of nearly 50 Institutions consecrated, in France, to the intellectual restoration of those innocent victims of this natural defect.

"After Paris, Bordeaux and Chambery, which possess Establishments, established directly by the State, we see Nancy, Lyons, Toulouse, Poictiers, Cean, Rouen, and forty other Towns of our Departments, which can, very justly, rank their Schools of Deaf-mutes among the most important of their Establishments of public utility."

In other Countries on the Continent of Europe there have long been Schools for the Deaf and Dumb,—in some instances for more than a Century. There are three in Holland, twenty-five in Prussia, ten in Austria, ten in Bavaria, one, or more, in each of the minor States of Germany, and twelve in Switzerland,—all more, or less, supported by the State.

In Great Britain the first formal attempt to instruct the Deaf and Dumb seems to have been made by Mr. Thomas Braidwood, Senior, who, in 1760, established a School

in Edinburgh for the education of Deaf Mutes. He was earnest, zealous and persevering in his noble work, an accomplished Teacher, and attracted to his undertaking the attention of benevolent and scientific men. In 1783, he removed his School to Hackney, near London, and continued it until his death, in 1806. He is justly considered the father of British Instructors of the Deaf and Dumb. . . .

There are now 23 Institutions for the education of the Deaf and Dumb in Great Britain and Ireland.

Turning to the United States, the Asylum at Hartford, Connecticut, has the proud distinction of being the Parent Institution for the Deaf and Dumb in America. This Institution completed its fiftieth year the 15th of April, 1867. The Report for 1867 reviews the progress and work of the Institution during the last Half century.

"The noble men, (says the Report), who took an active part in its establishment,—who contributed so liberally to its Funds, and, by their energy and counsels, set it forth so successfully on its course of usefulness, have nearly all passed away. Yet the School they founded with so much forethought, and watched over with so much care, still continues to dispense its blessings, and has never pursued its beneficent work more efficiently and successfully than it is doing at the present time."

The 22 institutions for the Deaf and Dumb in the United States are the offspring of that at Hartford, established in 1817. The establishment of that Institution is traced to the illness of a lovely child in a well-known family of the name of Caggswell, in the City of Harford. The report says:

"Had the malady, (spotted fever) of little Alice Caggswell been less severe,—had it yielded more promptly to the remedies which skill and the most assiduous care could suggest—the sad condition of the unfortunate Deaf-Mutes of the Country, without knowledge, or instruction, might for a still longer period have failed to awaken the active efforts of the benevolent. When, however, after the elasticity of health had returned, it became evident that the Ear of the beautiful child was closed to the voice of affection and all the sweet sounds of the outward world, a fountain of sympathy was stirred that, in its abundant flow, went forth to the aid of thousands whose mute and silent affliction had hitherto appealed in vain for relief."

In 1812, a Committee appointed by the General Association of Connecticut to investigate the subject, reported that there were 84 Deaf Mutes in that State, and upwards of 400 in New England, and 2,000 in the United States, where there are now 13,000. The public mind was thus prepared for some action on the subject.

"On the first of May, 1815," says the Report, "a company of seven gentlemen met in Hartford to take the subject into consideration. After consultation, they decided to send abroad a competent Person to acquire the Art of Instruction, and establish a School for the education of Deaf Mutes in this Country, and the Reverend Thomas H. Gallaudet was fixed upon as the proper person to undertake the responsible Mission. A more fortunate choice could not have been made. . . . With attractive social qualities, polished address, and devoted piety, he entered with characteristic ardour upon the new enterprise."

Mr. Gallaudet visited the Institutions of the Deaf and Dumb in London, Edinburgh and Paris. It is singular that the art of teaching the Deaf and Dumb in Great Britain was then regarded as a secret, for the profit of its possessors. Doctor Watson, of the London Institution, was willing to furnish an Assistant to go to America, and inaugurate the system there, but would not consent to communicate his mysterious art to a stranger for that purpose, unless he would enter and remain in the Institution for three years. . . . Mr. Gallaudet declined, and went to Edinburgh, where Mr. Kinniburgh, the Head of the Edinburgh School for the Deaf and Dumb, received him very cordially, "but could render him no assistance, having placed himself under bonds of a Thousand pounds not to communicate his art to any person for seven years, and of these three still remained."

Under these circumstances, Mr. Gallaudet, in 1816, accepted the cordial invitation of the celebrated Sicord, (who was exhibiting at his Levees to the Nobility and Gentry

of London the results of the language of signs, instead of words, in teaching the Deaf and Dumb), to accompany him to Paris, in order to obtain the requisite qualifications for his contemplated work in America. This was "most providential and fortunate, as it led to the immediate adoption of signs—the medium now used in all the Institutions for the Deaf and Dumb in America, and most of those in Europe." Although instruction by articulation was the only mode of educating Deaf Mutes practised in England at that time, yet after a while it was found, after faithful trials in the English Schools, to be so unsatisfactory that it was abandoned, substituting in its place instruction by signs.

Mr. Gallaudet in Paris applied himself so assiduously to the object of his Mission, under the instruction of M. Sicord, that, in the following August, he left for America, bringing with him Mr. Laurent Clerc, one of the most distinguished Pupils of M. Sicord, and who had been employed ten years as a Teacher in the Royal Institution for the Deaf and Dumb in Paris. They employed the first eight months in the United States in visiting various parts of the Country, and exciting an interest in their work and in raising Funds to promote it. About $12,000 were obtained before opening the School, which took place in April, 1817. The Report says:—

"The number of Pupils at the opening of the School was seven, which was increased before the close of the year to forty-one. . . . The impression was at first quite general that one Institution would thus suffice for the wants of the whole Country. The mistake, however, was soon apparent, and, in 1818, the New York Institution was commenced. The Pennsylvania School followed in 1820, and that of Kentucky in 1823."

4. Description and Methods of the Principal Institutions for Deaf Mutes.

After this brief sketch, I proceed to notice some of the principal Institutions in Europe and the United States for the education of Deaf Mutes, together with their methods and subjects of Instruction.

Deaf Mute Institutions in England.

In England these Schools are, for the most part, private, and are for the education of Deaf Mute children of the wealthy classes. The Institution best known is that at London, called "The Asylum for the Support and Education of Indigent Deaf and Dumb Children," and was established in 1792. . . . The ordinary branches of education are Reading, Writing, Arithmetic, British History and Geography; and the Pupils, who discover a taste for it, are taught Drawing.

The female pupils are taught, in addition, plain Needlework, Knitting, marking, and the common branches of Household work. They make and mend their own clothes, and also the Linen Clothes of the Boys. Those Pupils whose Parents, or Guardians, are unable, on account of their poverty, to apprentice their children to some useful Trade, are assisted to pay the Apprentice fee, varying in amount according to the circumstances of the case. . . .

This is said to be the only School in England for Deaf Mutes, in which the pupils are taught articulate language, instead of the language of signs; but the latter has to be employed to teach the former. The Report says:—

"They are first taught the powers and sounds of the Letters of the Alphabet, so as to enable them to articulate Syllables and words. All the children are taught to speak artificially, and are thus enabled, in many instances, to be understood by those who are in constant intercourse with them. By this means every Pupil of ordinary capacity is made to comprehend what is immediately addressed to him by carefully observing the motion of the lips of the speaker. . . . "

In the London Asylum, special attention is given to the Religious Instruction of Pupils. They are each provided with a Bible and Book of Common Prayer, as soon as they learn to read at all, and take a part in Divine Worship. They have daily Instruc-

tion in the Holy Scriptures; they are taught the Church Catechism. . . . Every pupil, on leaving School, is presented with a Bible and Book of Common Prayer.

The Continent of Europe.

There are several points of difference in Schools for the Deaf and Dumb, as well as the Blind, on the Continent of Europe and in England.

In Holland and Germany, as in the London Asylum, teaching the Deaf Mutes' articulate language still constitutes a characteristic feature of their education. But, there, teaching the language of signs, teaching to talk and read on the Fingers, as well as on the Lips, is a necessary part of instruction, and that which the Pupils invariably practice among themselves.

The Imperial Institution for Deaf Mutes in Paris.

The Institution for Deaf Mutes at Paris was founded, in 1760, by the celebrated Abbe de l'Epee, and was erected into a National Establishment by the law of July, 1791, for both sexes; but, by an Imperial Decree of September, 1859, it is confined to the education of Boys.

The Course of Instruction is seven years, and is divided into two periods. The first period comprehends four years, and is devoted to elementary intellectual instruction. The second period, of three years, is devoted, to those who are destined to live by Manual labour, to Industrial instruction, in learning a Trade.

Religious Instruction forms a constant and essential part of their education from the beginning to the end, according to the wishes of non-Catholic parents or guardians of pupils.

The intellectual elementary instruction includes Reading, Writing, the elements of the French Language, Sacred History, elements of Geography, Arithmetic, Linear Drawing. The Apprentices are taught the elements of the History of France, Commercial Arithmetic, practical Geometry, and, in connection with certain Trades, ornamental and coloured Drawing.

The industrial trades taught are Lithography, Book-binding, Sculpture in wood, Turning, Joinery, Shoemaking, and Gardening.

The superior instruction embraces Grammar, introduction to Literature, ancient and modern History, general Geography, higher Arithmetic, elements of Geometry, of Algebra, of Natural History, of Natural Philosophy and Chemistry, and of Common Law and Artistic Drawing. The Languages are taught to those whose Parents and Guardians wish to qualify them to take a Bachelor's Degree.

The Ministerial Prospectus says, "that in order to facilitate as much as possible the relations of the Pupils with society they are all taught to read language on the lips (that is articulate language) as far as the aptitude of each individual for the mechanism of articulation permits." I was told by the Director that scarcely more than one in a hundred, except those who had lost their hearing after they had learned to speak, could acquire articulate language to any extent. Of course many could learn, as Deaf Mutes do in ordinary life learn, to read many things on the lips uttered by their Teachers and those with whom they were in daily intercourse.

There is a Library in the Institution, Collections of Engravings, Natural Philosophy and Chemical Apparatus, a Gymnasium under the direction of special Masters, Baths, Playgrounds, etcetera, as well as Workshops. . . .

The New York Institution for the Instruction of the Deaf and Dumb.

This Institution was founded by private benevolence in 1818,—the year after that at Hartford,—and was adopted by the State. At the end of 1865 it contained 406 pupils, (several from Canada).

"If," says the Report, "we could only trace the history of all these Individuals, and learn, by following them to their friends and to the community at large, how their

lives had been influenced, their happiness increased, their usefulness and fitness for the duties of their respective spheres improved, or rather altogether developed by, their training within our walls, then we present a view of the Institution far more interesting than any mere statistics can afford."

As the New York Institution may be regarded, in several respects, as a Model Institution, I will give a somewhat minute account of it.

It was first established in the City of New York, and continued its operations there until a few years since, when a most beautiful Site of 37 acres was obtained, and extensive Buildings erected by the State on the east bank of the Hudson River, a few miles from the City.

The Course of Instruction, although formerly occupying five years, now extends over a period of seven years, and in some special cases of rare talent, and with a view to prepare Deaf Mutes as Teachers, is protracted to eight years. The Course of Studies was at first purely elementary; but it was gradually developed and enlarged, so as to embrace all the subjects of a high English education, including the Elements of Natural Philosophy and Chemistry.

In regard to the importance of teaching Trades, in connection with other Educational Studies, the Report states that

"The best time for acquiring a good education, (which, in the case of the Deaf and Dumb, is so much more of an acquisition than with those who can hear, that it was for many Centuries judged an impossibility), is also the best time for learning a Trade. While the practice, for a portion of each day, of some mechanical employment is certainly not a hindrance to the Pupil's intellectual progress, it tends to the formation of industrious habits, and gives skill in the use of Tools, which will be of high value in after life, even if the Pupil does not continue to work at the same trade he learns with us. . . ."

In the Autumn of 1866 I visited this Institution. One could hardly conceive a more magnificent Site for such an Institution, nor arrangements on so extensive a scale more complete.

In closing this brief notice of the New York institution I would refer to the late Venerable Principal, the Reverend Harvey P. Peet, LL.D., from whom I received great personal kindness, and a series of valuable Documents and copies of the Text Books used in the Institution,—prepared by the Principal himself. Doctor Peet, at the age of 72 years, tendered his resignation of the Principalship of the Institution, after having discharged its duties with the greatest devotion and ability during thirty-seven years. His labours and writings in the cause of Deaf Mute instruction have made his name known on both sides of the Atlantic.

The Ohio Institution was established at Columbus, Ohio, the Capital of the State, upwards of forty years ago. New and extensive Buildings have been erected at a cost to the State of $500,000. The buildings are most extensive and complete in the minutest details. The Course of Instruction has heretofore been limited to five years; it is now extended to seven years. The methods and subjects of Instruction are similar to those adopted in the New York Institution.

The Institution is open to such Deaf Mute residents of the State as the Trustees and Superintendents shall judge, from reliable information aand examination, to be suitable Persons to receive instruction according to the method therein employed. . . .

Pupils admitted into the Institution may, in the discretion of the Board of Trustees and Superintendent, be permitted to remain such a portion of seven years as their progress shall seem to justify. In addition to the time heretofore specified, three years may be allowed to such Pupils as give satisfactory evidence of marked ability, and justify the expectation that they may become useful Teachers, or occupy other responsible positions in life.

The Trustees are authorized and required to enlarge the Mechanical departments of the Institution from time to time, by the introduction of such Trades as by experience shall be found to be adapted to the wants of the Deaf and Dumb. . . .

The Illinois State Institution for the Education of the Deaf and Dumb, established at Jacksonville, stands, in every respect, upon the same footing, and is supported by the State in the same way, as that of Ohio at Columbus. The Site and Buildings are very beautiful, and the Premises include nearly sixty acres. The proceeds of the Garden and Shops are considerable contributions towards the support of the Institution. A small Farm will now be added to the other facilities and instruments of education in this Institution. The Principal (Mr. Philip G. Gillot) told me that he thought Agriculture, upon the whole, the most suitable employment for Deaf Mutes. The Trades taught are Cabinet-making, Shoemaking, Tailoring and Gardening.

The internal arrangements of the Buildings and Shops are very complete, and they are kept beautifully clean. The Black-boards on the Walls of the Class Room are large slates, brought from Wales. The examinations of several Classes excited my surprise and admiration. I dined with the Teachers and Pupils, and addressed them,—the Principal interpreting in the sign language as rapidly as I spoke. I never addressed a School the Pupils of which seemed more thoroughly to understand and more deeply interested in what I said. In the Evening I held a lengthened conversation, in Writing, on Slates, with a Deaf Mute female Graduate, now a Teacher in the Institution, on travelling in Europe, and found her a person of remarkable intelligence and acuteness in both asking and answering questions.

The number of Pupils in this Institution is about 250; the State appropriation for its support is about $50,000 per annum. The following are among the terms of admission:—

"III. Pupils from Illinois are admitted to all privileges of the Institution free of charge; being provided by the State with Board, Washing, Fuel, Lights, Tuition, Books, and everything necessary, except Clothing and Travelling expenses.

"IV. Pupils from other States are admitted to all the above privileges on payment of $100 per annum."

This Institution is upon a broad and liberal basis. It has facilities equal to any other for effecting the highest moral and intellectual culture of its Beneficiaries. The appliances for this have never been surpassed by any similar Institution of no greater age. Every citizen of Illinois who has visited it regards it as an honour to the great Prairie State. There could be no more fitting exponent of the Christian philanthropy of the people than is found in this and the Institutions of a kindred nature located around that beautiful young City, for in Jacksonville there is not only this Institution for the education of Deaf Mutes, but there are also a State Institution for the Education of the Blind, an extensive Asylum for the Insane, a College, and several large Seminaries.

The National Deaf Mute College at Washington.

The National Deaf Mute College at Washington is, as far as I know, the only College proper of the kind in the world. . . .

The Columbia Institution for the instruction of the Deaf and Dumb, situated in Washington, D.C., was incorporated in the year 1857, and has since that time been sustained by Congress as the Institution where Deaf Mute children of the District of Columbia, and of the Army and Navy, should receive free education. But the Act of Incorporation gives the Directors full discretion as to the length of the Course of Study to be pursued in the Instruction, and permission to receive Students from any of the States, on terms to be agreed upon by the proper Authorities.

The Manager of the Institution decided to organize a Collegiate department, and Congress was, therefore, applied to for an Act, authorizing the Institution to confer Collegiate Degrees. Such an Act was passed in April, 1864, and the Directors extended the range of Study so as to embrace a College Course, and divided the Institution into two departments, giving to the advanced department the name of the National Deaf Mute College.

The object of the Directors in establishing a School of this grade, unprecedented in the history of Deaf Mute instruction, was, in part, to prove that Persons deprived of the senses of hearing and speech could, in spite of their disability, engage successfully in advanced Studies pursued in Colleges for those gifted with hearing. The most important end in view, however, was to afford to a class of Persons, already numerous, an opportunity to secure the advantages of a rigid and thorough course of intellectual training in the higher walks of Literature and the Liberal Arts. The experience of nearly two years in the progress of the College has fully satisfied those familiar with its working that their assumption as to the ability of Deaf Mutes to master the Arts and Sciences was well founded. . . .

High Qualifications required of Deaf Mutes.

On this subject the Report of the Institution uses the following impressive language, the result of long and practical experience in the teaching of Deaf Mutes:

"In reply to the possible question, whether a high degree of intellectual culture is an essential qualification of an Instructor of the Deaf and Dumb, it may be stated, as the result of an experience of fifty years in this Country, that, while in what may be termed infant classes, Teachers of especial natural fitness may be satisfactorily employed who have not received the benefits of a liberal education, in a majority of the Classes, intellectual Culture can only be obtained by Instructors, who have secured the acquisition and mental discipline afforded in a Collegiate course of training. . . .

"No error can be greater and more hurtful than the supposition that it is an easy task to impart the elements of knowledge to the Deaf and Dumb, or that their Teachers need no other qualifications than an acquaintance with the sign language, added to those that might suffice for a Teacher in a Primary School for the hearing and speaking.

"The difficulties encountered in opening the dark and bewildered mind of the Deaf Mute to the intricacies of Written Language cannot be adequately described in words—and all who fairly consider the subject, having had an insight into the methods necessarily employed will, it is believed, be ready to admit that the successful instruction of the Deaf and Dumb takes rank, as an intellectual achievement, with the highest efforts of the human mind.

Advantages of Collegiate Education to Deaf Mutes, as well as to Others.

"The qualifications for teaching are by no means the only practical advantage to be secured to the Deaf and Dumb, as to the result of the liberal education of a portion of their number.

"To the Graduates of the College are opened many fields of effort hitherto unattainable to the Deaf Mutes as a class.

"The disability of deafness interposes no obstacle to success in literary or scientific pursuits.

"Minds are found in the large number of the Deaf and Dumb, brought under instruction in the Country, capable of the highest development, and thirsting for it, being conscious of their own need.

"Provision is to be made for these, so that whatever may be their future position in life, (whether in the Learned Professions, or in Mechanics, Arts, or Agriculture,) they may become better men, better citizens,—exerting everywhere the influence of educated and well balanced characters. . . ."

The course of Study in this Institution deserves special notice. The course of Study corresponds in general to what is known as the Academical Course in the best American Colleges; such modifications, however, have been made as deemed advisable and necessary to adapt it to the peculiar wants of the Deaf and Dumb.

A thorough Course of Instruction in the Natural Sciences and Mathematics is given; History, Metaphysics and Political Science also receive a full share of attention. Art studies are also pursued, but these latter are at the option of the Student. The

aim of every College should be to give its Students a thorough Course, and carry it as far as the time of the Student's residence will allow. Such a proportion between the branches of Literature and Science should be maintained as to form a proper symmetry and balance of character.

In laying the foundation of a liberal education it is necessary that all the important faculties be brought into exercise. When certain mental endowments receive a much higher culture than others, there is a distortion in the intellectual character. The powers of the mind are not developed in their fairest proportions by studying Languages alone, or Mathematics alone, or Metaphysics alone, or Natural or Political Science alone, but by a judicious combination of these various exercises, resulting in a vigorous maturity of the mind in all its parts, and fitting it to engage, with success, in that field of intellectual labour indicated by its natural endowments and tastes.

5. Provision for the Support of Institutions for the Instruction of the Deaf and Dumb in the United States.

There is no legislative provision for the instruction of the Deaf and Dumb in Great Britain and Ireland. . . .

The Receipts and Expenditures of these Institutions in France and other Countries, (except the three in Holland), are not given in any Reports which I have obtained. Of the three institutions of the Deaf and Dumb in Holland, that at Rotterdam is supported entirely by voluntary contributions. It was established in 1853, in order to introduce the German mode of instruction by articulate language into the Netherlands. No Trades are taught to the Boys. The Girls are taught Sewing. The Institution at St. Michielsgestil was established in 1828. It is under the direction of Roman Catholic Bishops, and is taught by the Brethren and Sisters of Mercy. It contains about 100 pupils. The Province grants 1,000 florins, ($400), and from the Treasury of the Kingdom 2,000 florins ($800) per annum are granted. The Institution at Groningen was established in 1790 by a Pastor of the Walloon Church, named Henry David Guyot, who had made the acquaintance of the Abbe de l'Epee at Paris. In contains 150 pupils, received at from 9 to 14 years of age, and taught from eight to nine years, by eleven Instructors. The Institution is supported by an Association of Contributors, and by an Annual Grant from the Kingdom, Province and City, besides Fees for Board and Tuition, and Income from certain investments.

6. Suggestions respecting an Institution for the Deaf and Dumb in Ontario.

The facts of the foregoing pages constitute a stronger plea than any argumentation and appeals of mine in behalf of the necessity, the patriotism, the Christian humanity of Institutions for the education of the Deaf and Dumb.

An example has been given in our own Province, full of significance and instruction. A single Individual, Mr. McGann, has been able to establish a School for the instruction of the Deaf and Dumb; and he has been able to develop so much benevolent co-operation in its behalf as to induce a number of Municipal Councils to provide for the support of Pupils resident within their respective jurisdictions, and to collect between 50 and 100 pupils in his School. This effort has been followed by the establishment by the Government of an excellent Institution for the Deaf and Dumb at Belleville.

REPORT ON INSTITUTIONS FOR THE BLIND.

Institutions for the Blind go hand in hand with Institutions for the Deaf and Dumb. I know of no Country in which the one is established without the other. Yet the two kinds of Institutions are essentially different, and the two classes of unfortunates are never educated together. The few attempts made to do so proved unsuc-

cessful, and were soon abandoned. The intellectual powers of both are unmaimed, but their physical infirmities and wants are widely different. The Blind cannot see the sign language of the Deaf and Dumb, and the Deaf and Dumb cannot hear the articulate language of the Blind. The Fingers of the Blind are their only eyes to learn the Letters and Words which they articulate; the Fingers of the Deaf and Dumb are their only Tongues for the expression of both Letters and Words. The Blind can learn nothing by observation. The Deaf and Dumb can learn nothing except by observation. The Blind see not the beauties or workmanship of the outward world, nor even the "human face divine"; the Deaf and Dumb hear not its harmonies, or sounds, not even a Mother's voice. The Blind walk and learn the world by feeling; the Deaf and Dumb by seeing.

I will notice, as examples, one Institution in England, one in France, and two in the United States, and then subjoin some practical remarks and suggestions.

Institution for the Blind in Great Britain and Ireland.

Of the several Schools for the Blind in Great Britain and Ireland, that which occupies the first place in both importance and efficiency is "The School for the Indigent Blind in St. George's Fields, Southwark, London," instituted in 1799, incorporated in 1826, supported by public subscription of a Society, of which Her late Most Gracious Majesty, the Queen, was Patron, and His Grace the Archbishop of Canterbury President. The Institution contains, on an average, 160 Blind Pupils, male and female, who are received between the ages of 10 and 20 years of age, (by election only), and are clothed and maintained for about six years. During this time they are taught (by raised letters) to read the Bible, to Write, and to Cipher; chosen Books are read aloud to them; they receive regular Religious Instruction, and attend Daily Prayers, as well as the usual Services of the Church on Sundays. They are also taught some Industrial Trade, such as Mat making of various kinds, Basket-work in great varieties, Knitting and Netting, including Antimacassars, Sofa pillows and Bolsters, Bags, Bread and Cheese Cloths, Bassinette trimmings, Balls, Cuffs, Gauntlets, Gloves, Hose, Purses, Table mats, Watch pockets, etcetera; Hair-work in Bracelets, Brooches, Guards, Rings, etcetera. They thus learn to be able to earn something towards their own living on leaving School.

Such Pupils as have a talent for it are taught Vocal and Instrumental Music, and are trained as Organists. Besides the Vocalists, there is an Instrumental Band of 30. There are monthly Public Concerts at the School, which excite much interest; and the musical part of the Chapel Services is very striking, being conducted with great skill and beauty.

This Institution receives no aid from Parliament, but its Receipts from subscriptions, legacies, investments, etcetera, amount to £16,605, or $53,025 per annum. All the arrangements of the different classes and branches of the Institution appear convenient and complete, and it has been and is an instrument of immense good to the most helpless, as well as most needy, class of the population.

Schools for the Blind in France.

Among the Institutions of the Blind on the Continent of Europe, and in France, the Imperial Institution at Paris is the most magnificent in structure and appendages, if not the first in attendance and in the standard and comprehensiveness of its sources of instruction, on the European Continent. It is an Establishment of the State, where children of both sexes, and of all ranks, deprived of sight, receive an Intellectual, Musical and Industrial Education. It is administered under the authority of the Minister of the Interior, by a Director, Inspector-General of the First Class of Benevolent Establishments, assisted by a consultative Commission.

Intellectual instruction is primary and superior. Primary Instruction includes Reading, (with raised letters), Writing in raised points, Arithmetic, French, Grammar, Orthography, and the elements of the Natural Sciences. Superior instruction, (intended for the children of the wealthier classes), in addition, comprehends Literature, Mathematics, Geography, General History, History of France, and Common Law. Musical Instruction embraces the Scales, Harmony, Composition, the Organ, and the practice of one, or more, Instruments. Industrial Instruction includes, for Boys, Tuning of Pianos, Turning, Net-work, Basket-making, Brush-making, Bottoming Chairs, and all work which the Blind can be taught to do; for the Girls, Spinning, various kinds of Knitting and Netting, Straw, and various Fancy work.

A Chaplain gives Religious Instruction. Measures are adopted, in concert with the Parents, relative to the Religious Instruction of children not Roman Catholic.

The Girls are under the special care of female Teachers and Attendants, who watch over them with maternal solicitude. The best Medical Practitioners are appointed to the Institution, and the infirmaries are under the charge of Nuns.

Every three months a Letter Report is sent to the families of the Pupils, giving a detailed account of their health, conduct and progress.

The period of time allowed to Pupils to complete their education is eight years. The age for their admission is from nine to thirteen years.

The expense of Board and Tuition, etcetera, is 1,000 francs, or $200 per annum, which is provided for by the Minister of the Interior for poor children; and for children of Parents of slender resources, half-bourses, (bursaries), or quarter-bourses, are provided to defray one-half or one-quarter of the expenses of their children, according to circumstances.

Departmental Councils and Municipal Administrators also provide the whole, or part, of the support of children whose Parents are in humble circumstances and resident within their respective jurisdictions. . . .

More attention is paid to Music and Fancy work (some of which is very beautiful) than in the London School for the Blind. Music constitutes an important part of the education of the Blind in both the French and German Schools. There are many Blind Organists in the Churches of the Towns and Villages in both France and Germany. In the order of Providence, a talent for Music, and often of a high order, is perhaps more general in proportion to numbers among the Blind than among any other class of youth.

Schools for the Blind in the United States.

The Institutions for the Blind in the neighbouring States, like those for the Deaf and Dumb, are, in my opinion, superior to similar Institutions of Europe. They are, at least, for a state of Society more like that in Canada, and, therefore, better adapted to our wants and pursuits.

The New York Institution for the Blind has been in operation for more than thirty years. Its situation, Premises and Buildings in the City are convenient and excellent. Its invested Funds from individual Donations and Legacies amount to Fifteen hundred thousand dollars. . . .

The Institution has three Departments of Instruction,—Literary, Musical and Mechanical,—and its avowed purpose is to instruct each Pupil in any, or all, of these, as the circumstances and ability of the Pupil may seem to determine.

The Pupils are received at twelve years of age, and the period of instruction is seven years. The Course of Study in the Literary Department embraces the subjects of a thorough high English education. Each year is divided into two terms. Besides the ordinary subjects taught in the Common Schools, the last two years of the Course embrace Physiology and Hygiene, Algebra, Geometry, Natural Philosophy, Chemistry, Geology, Mental and Moral Philosophy, Logic, and the Science of Government.

In the Musical Department, Instruction is given on the Piano, on the Organ, in Vocalization and Chorus singing.

In the Mechanical Department—Mat, Broom and Mattress making are taught. The object of this Department is stated to be to enable male Pupils who cannot make Music or Literary Pursuits available in a business way, to earn a living by following these branches of industry. The female Pupils are taught Knitting, Sewing and Beadwork. The number of Pupils in the School was 124, of whom 60 were males and 64 females.

The Illinois State Institution for the Education of the Blind

Is founded on a scale and conducted in a manner better adapted to the circumstances of Canada than that of New York. It is called one of the pioneer Institutions of the West. It was originally established and supported one year by benevolent citizens of Jacksonville, when the Legislature of Illinois, in 1849, passed an Act, authorizing a special Tax of two-tenth mills on the hundred dollars for the purchase of Ground, Erection of Buildings, and Support of the School. For its support an annual appropriation of Twelve thousand dollars was made. The Report states that "this sum has been sufficient to provide every desirable comfort and instruction for all the young Blind of the State."

The Buildings are plain, elegant and very commodious. When I visited the Institution in the Autumn of 1866, there were about seventy Pupils, nearly equally divided between male and female; the neatness and order of the Pupils and Apartments appeared all that could be desired, as also the Furniture, Apparatus, Books in Raised Letters for the use of the Blind, and even a very considerable Library of Books, printed in Raised characters. The Music and Chorus singing would have done credit to any Institution, and the venerable Superintendent and Matron—Doctor Joshua and Mrs. Rhoads,—seemed indeed the loved and revered Parents of the whole sightless family.

There are Daily Prayers and reading of the Scriptures, and on the Sabbath the Pupils attend the place of Worship directed by their Parents. But every Pupil must attend some place of Worship. . . .

In a previous page of this Report I gave an extract from the Law passed by the Legislature of Ohio in 1866, providing for the free education of the Blind, as well as of the Deaf and Dumb. I also stated, on authority, that Illinois had made the same humane and liberal provision for the education of its own Deaf Mutes. It has likewise provided, in the same manner, for the education of the Blind. The Report says:

"The Legislature of Illinois has opened her benevolent Institutions to all her citizens who may be the children of sorrow, without respect to their worldly position. No questions are asked for admission into this Institution, except, is the Applicant a resident of the State, blind, and of a suitable age, capacity and character to receive instruction? These facts being ascertained, its doors open, and the applicant admitted."

The following extracts from the Superintendent's historical Report of the Institution are very suggestive, while they present a practical view of the character and operations of this excellent Establishment:

"My experience also freely warrants me in asserting that a child, remaining until the age of twelve years in its 'home, however homely,' would arrive at maturity more learned, more amiable, and more active, than if placed in an Institution conducted in the best manner, and with the utmost attention to the details of its management. Nothing of equal value can be substituted for the Home life of a young child.

"The Blind often arrive at the Institution dull, timid and inactive,—health delicate and organization feeble. We subject them to perfect regularity of duties, insist upon free exercise in the open air, provide a liberal diet, of which they freely partake. All signs of indisposition quickly disappear, and vigorous health, if not renovated constitutions, is characteristic of the Inmates of the Institution.

"To produce these results, many concurrent causes must conduce. The most efficient, and, without which no success will attend our efforts, is the arousing into action of all their faculties, both mental and physical. Indeed, strange as it may seem, the secret of success in promoting the health and happiness of the Blind is the same as was said to be necessary to a perfect Orator, *videlicet*: Action, action, action.

"In accordance with the above principle, we have established as a fundamental rule for the conduct of the Pupils that they must be in action all day. Their whole time must be passed in Studying, Working, or Playing. No listlessness, or idleness, is encouraged, or permitted, except in cases of sickness.

"The better to promote the health of the Pupils, care is taken in the arrangement of the Lessons to alternate them with relaxation. We are also careful to arrange the hours of employment, so that, although the Pupils are occupied nine hours per day, no two successive hourse are devoted to one Exercise.

"The instruction of the Blind is founded upon the employment of characters in relief, by which letters, notes, etcetera, ordinarily printed for the eye, are rendered sensible to the fingers.

"It is perfected by oral instruction, which cannot be dispensed with. All the branches of a Common School Education are taught to the Blind in this Institution, and many of its Pupils have attained to an enviable degree of proficiency.

"All the Pupils, who have been in the Institution for some length of time, can read with considerable facility. . . . The instances are rare in which the Blind will ever be able to read as fast as the seeing, for the finger can feel only a single Letter at once, while the eye can see a whole word.

"All the female Pupils attend Singing Lessons daily, and we provide Musical Instruments for all the male Pupils.

"The department of mechanical Arts of the Institution is viewed with much favour by most practical Visitors. They consider the industry and skill of our Pupils with much interest; and whilst some doubt the utility of Music, and abstract Science, all appreciate the importance of teaching those to labour who wish in future to earn a subsistence.

"The male Pupils are taught to make Brushes and Brooms, and to weave Carpet. The female Pupils do plain Sewing, Knit Stockings, Tidies, Bed-spreads, etceteras; also make Worsted work and fancy Bead work."

Concluding Remarks and Suggestions.

One thing is clear,—the claim of both classes to public consideration in every civilized community; and I am profoundly impressed with the patriotic and truly liberal spirit in which that claim has been recognized by our American neighbours,—an example worthy of respect and imitation.

From the comparative helplessness of the Blind, and the kind of Apparatus, Instruments and Books for their Instruction in the ordinary elementary subjects, as well as in Music, the education of the Blind is proportionately more expensive than that of the Deaf and Dumb, although suitable Teachers for the Blind can be more easily obtained, and Premises for their accommodation may be less extensive than for the Deaf and Dumb.

It is gratifying to know that our own Government have of late years established an excellent Institution for the instruction and care of the Blind in the City of Brantford.

Toronto, May, 1868.

EDUCATION OF THE BLIND IN THE PROVINCE OF ONTARIO.

By Mr. Alfred H. Dymond,

Principal of the Ontario Institution for the Blind, Brantford, Ontario.

My experience as Principal of this Institution for the care and instruction of the Blind leads me to the following conclusions: that in a liberal but just and necessary application of that term are included, not only those young persons between seven and twenty-one years of age who are sightless, but all who, within those limits, by reason of blindness, or defective vision, are unable to receive an education by the ordinary methods at the Public Schools. Nor does the duty of an Institution for the Education of the Blind end when it has secured for the Blind Pupil a more, or less, thorough knowledge of the subjects covered by the Public School Curriculum. His moral and religious training, the ground-work of character and of success in life, must engage the constant and careful attention of his Teacher. When the intellectual capacity of the pupil will admit of it, accomplishments, such as Music and the higher branches of Literature, must be added to the studies of the Public School. And for Pupils whose circumstances require it, an industrial training, suited to the case of those who are entirely dependent on the sense of touch and hearing to guide their operations, has to be provided.

An Institution for the Education of the Blind, then, must be a Public School, and something more than a Public School,—a Home, and something more than most homes,—a Workshop with appliances which no ordinary workshop can supply. But, with all this, let it never be forgotten, when we come to ascertain results, that no teaching, however skilful, or devoted, can absolutely compensate for the loss of sight. No instruction, however ingenious, can ever fully atone for the absence of the educating power and functions of the eye. The eye is, to a large extent, an involuntary teacher, but it is an ever present and ever active one nevertheless. It may be wonderful that the blind can be taught so much, but it should be an ever active stimulant to efforts to teach them all they can acquire, to know how little with the best help they can, as compared with the seeing, know and do after all. . . .

The leading idea of the Institution is to create a spirit of independence and self-helpfulness in its pupils, and thus to enable them to face the world with a resolute spirit and reasonable prospects of success in competition with the seeing. It must be admitted, however, that even in the effort to accomplish this praiseworthy object, good and evil forces come into very close juxtaposition. Those who know by what a slow process, by what patient, continuous effort the blind pupil is taught, will readily understand that, to educate the blind child from his first alphabet card, or "reader," in embossed type until he finally graduates with a well-informed mind and accomplished in any single profession, or branch of industry, must occupy a period of many years. During all that time his every want is supplied, his every reasonable wish is gratified. A Building with wide and lofty corridors, three hundred feet in length, warmed by steam throughout; large and airy dormitories and Class Rooms; Workshops equally comfortable; well-spread tables furnished three times a day, with all needful attendance; warm baths; every appliance for studies accessible to the blind; Officers always at hand to whom the idea

of repelling, or resenting, a request for help from a pupil never occurs; grounds eighty-five acres in extent, with broad walks for recreation; a Hall (or Chapel) with its pipe-organ for Divine Service at such times, or under such circumstances, as may make it more suitable than the City Churches,—all these become so familiar, are so much a part of the blind pupil's every-day existence, are so closely associated with his habits and pursuits, that it is not surprising if many cling to what has been so long their Home, even when they should remain no longer, or are ready to succumb to the trials and discouragements they are called upon to face on leaving it to make a start in life. Nor is it easy to see how the difficulty, thus unavoidably created, is to be altogether overcome.

One point always enforced here is, that the pupils are in no sense objects of charity. Gratitude to the good and gracious Father of All is a sentiment that, of course, cannot be too zealously fostered; but, as entitled in common with the whole youth of the State to its paternal care in the matter of education, the blind claim their education not as a benevolence, but as a right. That they are admitted without fee to an Institution supported by the public revenue does not place them on a different footing, so far as their claims are concerned, from seeing youths who attend Public Schools also maintained by taxation. Originally a charge was contemplated in the case of those who could afford to pay, but the difficulty of discriminating was too great, and the exceptions were too numerous, to make a continuance of the attempt advisable, and, for several years, board and education have been free. With the further view of inducing the blind as far as possible to forget that any distinction exists between themselves and the seeing, blindness with us is never spoken of as an *affliction,* but rather as a *defect,* for which we are endeavouring to provide a substitute, or compensation.

Again, when not under instruction, Pupils are left, as a rule, dependent on their own resources. The Institution lies about a mile distant from the business portion of the City of Brantford. Male pupils, in couples, are allowed to resort thither as often as weather permits, and thus not only mingle with the outer world, but transact little matters of business on their own account. They are also familiarized with current events and human experience generally by hearing read the most interesting portions of the daily newspapers. Not a few are politicians and take a deep interest in public affairs. Then, again, spare moments in the three months Summer Vacation are profitably utilized by our Willow-workers, who make up bundles of willow granted them into Baskets, for which they usually find a ready market, to be expanded when they finally graduate. A Pianoforte tuner, too, during the holidays will often borrow one, or two, implements, that he may keep his hand in while absent from the Institution, and perhaps make a few dollars among his neighbours who are willing to trust him to tune their instruments. By these and other means we seek to lessen the trial attendant on altogether new and unaided efforts.

The literary Course of Instruction is that followed by all the larger Institutions for the Blind on this Continent, attention being perhaps rather more prominently directed to British than to United States history and literature, as in the case of our friends to the south of the line. At the same time we are more than debtors to United States literature, public and private liberality and enterprise. We have no author dearer to our blind Boys and Girls than Whittier, and should be almost without a Library if we had not the privilege of access to the productions of the great printing houses for the blind at Boston, Louisville, and Philadelphia. The

selections, too, compiled by these publishers, are usually made with rare judgment —a most important circumstance when the limited field it is possible to cover is taken into account.

Let me appeal to all who rejoice in the priceless blessing of sight to further this good work of providing literature for the sightless. Let me remind them that, while the Book of Books complete can be purchased at any of the society's agencies for a few cents, the Bible as a whole can only be enjoyed by a blind reader in the form of eight bulky volumes, costing in the aggregate twenty dollars. There is not a city of any proportions in Canada or the United States to-day without a free, or at all events a cheap, lending library of many thousands of books. The whole library accessible to the blind does not exceed one hundred and fifty books at the outside. For transcribing Letter press, or Music, or for communicating by letter with one another, our pupils use the "New York Point," brought to its present state of perfection by my friend, Mr. W. B. Wait, the able superintendent of the New York City Institution for the Blind. In this connection I may say that our point print guides are A1 in point of quality and adaptability. They have been perfected by our engineer, Mr. Thomas Harrison, and inquiries from all parts of the continent respecting the Harrison guide, as it is popularly called, are frequent. We claim, however, no exclusive right in their manufacture.

Our Music Course is both theoretical and practical. It includes studies in harmony and counterpoint, as well as instruction in vocal music, the pipe-organ reed-organ, pianoforte, and violin.

For our female Pupils the industries taught consist chiefly of such light employment as Bead work and Fancy work, in addition to thorough instruction in Hand-sewing, Hand-knitting, and the use of the Sewing-machine, with all its attachments, and the Knitting-machine. The latter is an important factor in our pupils' calculations of future livelihood.

Of the male pupils a limited number whose natural gifts mark them as suitable are instructed in Pianoforte tuning, with most satisfactory results.

Our industrial specialty, however, is the Willow-work manufacture, carried on with the assistance of sectional blocks, or models, or iron frames, invented by our Trades' Instructor, Mr. Thomas Truss. The patterns of the goods included in the Willow-workers' course of instruction are from forty to fifty in number. When a pupil can turn out the whole of these in a workmanlike manner he graduates, an outfit being presented to him of models, tools, and material, to the value of from $80 to $100. Pupils receive no money for their labour in the shops, our arrangements being, in this as in all other branches, devised with an eye to educational results alone, and not to financial returns. The Willow industry is particularly well adapted for our pupils, who usually come from small centres or the rural districts. Land for the growth of a willow crop is easily procured, and the product of labour is easily marketed. Broom-making and Mattress-making, which are staple industries in many Institutions, are not suited to our needs. Chair-making and Basket-making offer not only a greater variety of openings for trade, but a larger opportunity for the exercise of the Pupils' ingenuity.

The Ontario Institution for the Blind was erected by the Government of the Province in 1872, on a singularly beautiful and healthful Site close to the City of Brantford, and overlooking the Grand River. No small recommendation to the situation was the abundant supply of the purest water from a natural spring which, in the whole twelve years or more that have elapsed since the choice was made, has never shown signs of failure, or even diminution. The Institution is

strictly undenominational in its arrangements, the only distinction being made in favour of the Roman Catholic pupils, who attend morning and evening prayers conducted by an officer of their own persuasion, while the Members of other Churches unite collectively in their devotions in the Hall. The Staff of the Institution consists of a Principal, Bursar, Physician, (not resident), Matron, seventeen Teachers and Instructors, and a number of other persons employed on the Farm and in the Mechanical Departments, as well as Domestics. The expenditure on the Grounds and Buildings on capital account has, up to the present time, amounted to about $250,000. For its maintenance the Provincial Legislature votes about $32,000 annually. The authority of the Government over the Institution is represented by an Inspector in charge of Government Institutions generally. An annual examination of the Literary Classes is made by two Educationists of high standing, and of the Music classes by a Professor of eminence. I trust that these talented experts may ever be able to report that the Ontario Institution for the Blind is worthy to form a part of the noble educational System of our Province.

CONVENTION OF INSTRUCTORS OF THE DEAF AND DUMB, 1874.

Under the authority of the Ontario Government, an invitation was extended to the Instructors of Deaf and Dumb on this Continent, to hold their Eighth Annual Convention at the Belleville Institution, in August, 1874. Delegates from various states of the American Union attended, with Delegates from Nova Scotia and Ontario. About 200 persons were present.

The proceedings of the Convention were formally opened with Prayer by Reverend Mr. Burke, of Belleville. (These proceedings were greatly condensed.)

Doctor Peet (New York) read a Paper on Language Lesson, and on the principle of Object Teaching which he explained. The method of instruction was stated to consist, to a considerable extent, in giving the Pupil a direction in writing, and then requiring him to perform it, and to state in writing what he did. In employing this system the Teacher must have before him twelve objects, whose names are arranged with a view to embracing the whole alphabet, so that when the Pupil has learned to write them he has also learned to write all the letters in use, the distinction to be observed between the definite and indefinite article, the proper use of prepositions, the words and characters representing numerals up to one hundred, adjectives of colour, and a considerable number of verbs. The sentence forms were confined to the illustration of the Government of the objective case. Time was exemplified by the present imperative and the past indicative. . . .

Mr. Schelling (Wisconsin) read a Paper, entitled "In the School-room." He dwelt on the importance of sign language being exclusively employed in the School-room, except in cases in which it is only possible in some other way to make plain to the mind of the pupil something which it is desired to convey to him. One of the first things the Teacher should aim at was to enable his Pupil to ask questions and to understand what was asked for. The Teacher should from first to last aim to make language expressive of correct ideas which are within the grasp of the child, or with which he is perfectly familiar, and these ideas should be clothed in simple and clear language, and in very short and distinct sentences. The Teacher should stop to teach the entire alphabet before he begins to teach the sentences. It is now generally known that a child learns the alphabet sooner by seeing the letters

in words than by seeing them separately. It should be remembered also that thinking is done in sentences and not in words.

Professor Bell, of Albert College, read an Address of welcome to the Convention.

The President in reply said:

We are greatly obliged to the Committee on Education of this City for their kind welcome of us to this place, and desire to assure them that we have been greatly gratified at finding so beautiful a place as this, and particularly so eligible a location and such convenient and elegant Buildings as we find here prepared for this unfortunate class of our fellow-beings—the Deaf and Dumb. We find here an Institution which, considering the time it has been in operation, is in advance of those which were established in the United States some fifty years ago or a little more, and we are gratified to find in it a School of over 200 children who have been gathered together within four years, and so competent a Principal and Board of Instructors, some of whom we have known for many years, and in whom we have the fullest confidence. We are all labouring in the same benevolent field of literary and Christian work. We find this class of persons generally gathered into well ordered and well regulated Institutions, receiving the blessings of a Common School Education, and, I may also say, a Collegiate Education. But what is better than all, these unfortunate children have been taught that they have a Soul within them destined to immortality, that there is a God in Heaven above them, whose providential care is over all, and to whom all are responsible, and to whose blessed abode the good are expecting to go. They knew nothing of these great themes, of these inspiring hopes, of these glorious realities, but now, by the instrumentality of this Institution, and other similar Institutions in this broad Continent, they do to a very great extent. These blessings of education and these blessings of Religion are shed upon them, and the light of truth shines into their minds, and they are inspired by the same hopes of a glorious immortality that we are; and if we are of the faithful in our respective fields we may expect to gather a harvest not only here, but a more glorious harvest in the better land, where the ears of the deaf shall be opened, where the lips of the dumb shall sing, and speak forth the high praises of our common God.

In one of the large Class-rooms of the Institution, Doctor May, of the Education Department of Ontario, displayed a number of interesting articles from the Museum of the Education Department, Toronto. They embraced a great variety of Philosophical Apparatus, Birds, Models for instruction in Anatomy, stuffed Birds, etcetera.

In the evening a social entertainment in honour of the members of the Convention was given in the Town Hall, by the Mayor and Corporation of Belleville and County Council. Mayor Henderson took the Chair, and, after a few words of welcome, called on the Honourable Billa Flint to address the assemblage. In the course of his remarks, Mr. Flint stated that the Institution at this Town was opened in October, 1870, and although it had thus only been open now three months less than four years, it stood seventh among the whole forty-five in America with regard to the number of Pupils. He paid a high tribute to the abilities of Doctor Palmer, the Principal of the Ontario Institute.

The President of the Convention responded in happy terms, giving, in the course of his reply, some interesting reminiscences of a holiday visit which he paid to Canada about 35 years ago.

Doctor Hodgins, Deputy Superintendent of Education for the Province of Ontario, on being called upon, said:—

Mr. Mayor and Mr. Warden—Ladies and Gentlemen,—At this late hour I should not have ventured to occupy the attention of this large assemblage, were it not that I was most anxious to convey to the distinguished American Delegates to this Convention the heartfelt greetings of the Education Department of the Province of Ontario, with which I have the honour to be connected. And I can truly say that the sentiments of cordiality and welcome embodied in the beautiful Address presented to the Convention this day by the Board of Education in this Town are also the sentiments and feelings to our American educationist friends of the nearly 5,000 School Corporations in this Province. On behalf, therefore, of this large constituency, representing the High and Public Schools of the Province, I tender their greetings of welcome to the Members of this Convention.

As time is pressing, I shall only mention a few facts relating to our educational progress. In 1844, when I entered the Department, the Expenditure on behalf of Education in Upper Canada, (now Ontario), not including the Colleges and Universities, was between $300,000 and $400,000. It now reaches the sum of upwards of $2,500,000, exclusive of the sums expended in Colleges and Universities! The number of Schools, too, has increased from 2,600 to nearly 4,750.

Then, as to the organization of the School System itself. The law has been amended and condensed into two codes: the Public School and the High School Laws.

It is not for me to enter into the vexed question of "Commercial Reciprocity" with the United States; but there are two subjects upon which we may enjoy the fullest "reciprocity" of thought, of feeling, of sentiment and heart, with our American friends, and those relate to matters connected with our common Christianity, and to "works of faith and labour of love," springing from a common philanthropy. And while it is that in matters of secular interest, the keenness of the trader, the diplomacy of the statesman, are required to combine before both Nations can find a common ground for a system of "commercial reciprocity," yet in matters of a higher, nobler, and better nature, they can and do, (as we have demonstrated at this Convention), enjoy the fullest and freest "reciprocity" of intellectual thought, of sentiment and heart, and of experience and labour? The one is human,—of the earth, earthy,—the other is Divine—the work of the blessed Master, consecrated to Him, and imbued with His spirit.

In the special matter of caring for and labouring for the Deaf and Dumb, it is not ours to utter that divine word *ephphatha*—so instinct with life and power as it fell from the lips of the Saviour—but it is ours to endeavour in every way in our power to ameliorate the sad condition of those who are so afflicted—to open up to them the springs of enjoyment—to break down the barriers, as far as possible, which separate them from the outer world, and to prepare them for the richer enjoyment of that better and brighter one above—of which it has been so truthfully and beautifully said that—

"*There* we shall HEAR, and see and know,
All we desired or wished below;
And *every power* find sweet employ
In that eternal world of joy!"

The evening was very pleasantly spent by all who were present.

On the second day, Mr. O. D. Cook (New York) read a Paper written by Alphonse Johnston, of New York, and entitled "The best means of Teaching the Idiomatic use of the English language." The paper was an admirable illustration of the results of Deaf Mute instruction, being well and thoughtfully written, and marked by a great deal of originality of conception. . . .

Mr. Porter (of Washington) read a Paper on the use of the Manual Alphabet. He alluded to the power of expression with which it was possible to supplement the use of the Alphabet, and pointed out the importance of every letter having a

distinct form, according to the Normal standard, a form such as would be easily recognized and distinguished from others. . . .

Mr. Noyes read a Paper on the same subject, written by a Mute, Mr. George Wing, of Minnesota. The Writer said that the Teacher should take care that the Pupil does not falsely associate words with ideas. It should also be the aim of the Teacher from the first to give the Pupil a correct idea of every object about which he uses words, . . . the substance, the word representing the shadow.

Mr. Wilkinson (of California) spoke of the best means of securing to congenital Deaf-mutes of average capacity an understanding and an idiomtaic use of the English language. He said that in every tongue there were a spoken and a written language, differing very materially from each other. In illustrating this assertion, the Speaker gave some specimens of English and Scotish dialects, and the efforts of the interpreter for the Deaf Mutes to follow him through these created considerable amusement. . . .

Mr. E. G. Valentine (of Idiana) read a Paper entitled "Instructors and their Work." He said that the duty of the Instructor consisted chiefly in imparting a knowledge of language, and hence the Instructor should have fine mental abilities, and be himself well acquainted with the intricacies of the tongue he teaches, and conversant with the works of the best writers in that tongue, etcetera. He spoke of the importance of good government being maintained by the Instructor, and said that the Teacher should be careful to show the Pupil how to study . . . . The study of language should be varied with others. The Writer held that Religious Instruction should not be left for Sunday alone, but should be made a part of the duties of every day. He considered the Teachers responsible for the moral and spiritual welfare of the Pupil as well as for his instruction in secular subjects. He considered the instruction of Deaf Mutes a profession which offered great inducements to young men having the proper qualifications for the work.

Mr. Carruthers (of Arkansas) read a Paper on the development of character. In Deaf-mute Education nothing was so fatal to the development of character as to be always receiving and never giving. Care should be taken to keep Pupils posted on current events, and a love for literature of an elevating character should be cultivated in his mind. With a view to the development of strength of character in the Pupil, his Teacher should be virtuously inclined, and he should be religiously instructed.

Mr. Bangs (of Michigan) followed with a Paper on the extent of the responsibility of the Teacher for the moral and religious character of Pupils. In public institutions for the instruction of the Deaf and Dumb the Pupils should be taught the fundamental truths of the Christian Religion.

A paper by Mr. Thomas Widd (of Montreal), a Deaf and Dumb Teacher, was read by Mr. Coleman, of the Belleville Institution, the Reverend Thomas Barry, of Montreal, interpreting in the Sign language. The title of the Paper was "the Moral training of Deaf-mutes." The writer remarked that the Deaf-mute required more or less, according to the intellectual calibre, the friendly counsel and parental care of Teachers and friends, throughout his career. When he left school he found himself surrounded by all sorts of temptation new and strange to him, and if not carefully and properly trained in youth, would fall a victim to snares and vices which led to the brink of the grave. The Teacher of Deaf-mutes was responsible not only to his God, but also to society for the proper discharge of his duty in the training of his Pupil, which went very far to decide his character in future. . . . He recommended that every year a course of Lectures on temperance, morality,

and frugality should be given by the Teachers, with a view to fostering a spirit of frugality and self-dependence.

A discussion then took place on the several Papers, in the course of which Doctor Peet said he considered the suggestion of Mr. Widd, with reference to the formation of temperance societies, an excellent one, as such societies were calculated to promote a public sentiment among the Pupils.

Mr. Greenberger (of New York) read a Paper on the method of teaching Articulation and Lip-reading—in other words, a method of teaching the Dumb to speak and to read from the motion of a second Person's lips what is said by the latter. Mr. Greenberger's method was remarkably ingenious and philosophical, and the exposition of it afforded both the Members and the Visitors a great deal of interest.

Mr. A. Graham Bell (Boston) gave an explanation of a system which he calls "visible speech." Mr. Bell stated that visible speech was invented in England by his Father, who is at present a resident of Brantford. It was originally intended to be employed for philological purposes, but the idea had suggested itself that it might also be used in teaching the Deaf and Dumb to speak. He contended that the vocal organs of the Deaf and Dumb were the same as those of persons who spoke and that the only reason why they were Dumb was simply that they were Deaf, and therefore unable to learn as do other children by imitating the sounds of language uttered by others. Talking machines, which had been invented so as to fairly imitate human speech, showed that talking was merely mechanical, and that therefore all that they had to do in order to get a Dumb person to speak was to get him to put his vocal organs into the proper position. Mr. Bell went on to explain his system, which is based on ten simple linear signs, one representing the tip of the Tongue, one the top of the Tongue, one the Nose, etcetera. The combination of these represents the different vocal organs in different relative positions, and producing sounds or not as the case may be. For instance, one combination may indicate that the tip of the Tongue is to touch the roof of the Mouth, the Lips to be held slightly apart, and a sound made with the organs in that position. A young lady, who was with the Professor, and who assists him in teaching the system, was sent out of the Hall, and then a request was made that words in any language should be spoken, or sounds of any sort uttered. Words in Greek, German, Indian, Latin, and Irish were given, and some of the most extraordinary sounds ever heard were made. Mr. Bell analyzed them as well as he could, and represented them on a black-board by the characters of visible speech. The young lady was then called in, and repeated all the words, and imitated all the sounds with striking exactness. These experiments were provocative of a great deal of mirth. Mr. Bell stated that it had been found by tests made in England that Deaf Mutes could, without difficulty, be taught the meaning of the characters of the system, and that this had been further proved by its use in several Institutions in the United States, into which it had been introduced. A diagram which he had with him showed how easily this could be done, the characters being placed on a sectional drawing of the human head, beside the organs which they are respectively intended to represent. Mr. Bell showed, in the course of his demonstration of the system, how he could, by certain very expressive gestures and positions of his hands and fingers, give a Deaf and Dumb Pupil directions with regard to the pitch, quantity, and inflection of sounds. The explanation of the system was listened to, and the experiments were watched, with the greatest interest.

Mr. Hubbard told of a little Girl of his own, who had become Deaf before she had learned her own language, but whom he had taught to do so. She was afterwards taken to Germany, and there a German lady, who did not know any English, taught her to speak German by the same method. He also read a Letter written to him by a little English Girl who had been born Deaf and Dumb, but who, having been for two years receiving instruction in articulation, informed him that she was speaking a good deal.

In the evening, Dr. May, of the Education Department, Toronto, gave an exhibition of philosophical experiments, accompanied by a Lecture, to a large audience, consisting of the Members of the Convention, and a considerable number of persons from the Town. The Lecturer had with him a great amount of Apparatus, with the aid of which he gave an entertainment which was both instructive and interesting.

Professor Snider (of Illinois) read a Paper on School Economy. He said that his subject might be considered under two heads. First, economy of time; second, economy of force. He spoke of the importance of economy in the time of the Pupil, that being the Deaf and Dumb Pupils' only stock-in-trade—knowledge, judgment, and wisdom being wanting. It was not difficult to get such Pupils to make good use of their time, for in most cases the Deaf and Dumb child himself saw by the time he was twelve years of age the disadvantage he was under as compared with children who had the faculty of speech. The greatest difficulty was to keep the Pupils interested in the work. One way of doing this, which he recommended was to make the Pupil feel as much at home at School as possible. He pointed out that in order to keep the Pupil interested, it was important not to exhaust his force. The Teacher's time should not be wasted either, for time lost to the Teacher was lost to the Pupils as well. . . .

Mr. Williams (of Connecticut) read a Paper on the question, "How shall we induce Deaf and Dumb pupils to read?" He disapproved of teaching such Pupils mere lists of words, and recommended that as soon as they had learned a few nouns they should be taught some verbs, and then be at once required to combine the words they had acquired into sentences; he also recommended giving the Pupil, as soon as possible, short and easy stories to read, and large and increasingly difficult, but always interesting ones, as the Pupils advanced.

Doctor P. G. Gillet (of Illinois) read a Paper entitled, "The Location, Site, Buildings, Materials and Appliances of an Institution for the Deaf and Dumb." He said perfect results of labour can only be obtained with proper appliances. Particular attention should be paid to location, as an undesirable one often defeated the very objects for which the Institution was founded. For an ordinary Institution eighty acres would be required. Whatever other advantages a location possessed, its healthfulness should be the greatest inducement. An abundant perennial supply of water should be easily obtained—perfect sewerage should be an essential element in the desirableness of an Institution. Beauty in construction of Buildings and a display of the landscape Gardener's skill were especially urged, as the Deaf and Dumb received very great impressions from what they saw. He advocated the establishing of Printing offices, Bookbinderies, and Workshops; also Conservatories for the cultivation of Flowers and Fruit. The Paper was of great practical value, and was well received by the Delegates.

In the course of the discussion Mr. T. H. Gallaudet advocated the establishment of numerous small Schools for the instruction of Deaf-mutes, in lieu of the large Institutions which now exist.

A Paper upon the "Home education of Deaf-mutes," by Mr. D. H. Carroll (of Minnesota), was read by Mr. Noyes. The writer asserted that there was a lamentable ignorance among Deaf-mutes, because their mental improvement was neglected by those who were responsible for it. . . .

At the request of the Business Committee, Doctor J. G. Hodgins, Deputy Superintendent of Education for Ontario, was called on by the President to address the Convention, he said—

Mr. President,—I have already in another place conveyed to you, sir, and to the Ladies and Gentlemen of this Convention the cordial greetings of the Education Department with which I have been for many years connected. There are, however, a few things on which I should like to occupy your attention for a short time. I have listened with much pleasure to many papers on subjects of a common interest which have come before the Convention. I feel that the fact of so many distinguished Gentlemen having been gathered together from various parts of the United States to exchange opinions, and to discuss questions of vital importance connected with the education of the Deaf and Dumb is not devoid of special significance in behalf of that unfortunate class; nor can those discussions fail to be of the greatest interest to the common cause of education.

It has occurred to me that very many of the Delegates present would like to learn something of our System of Public Instruction in this Province. I shall, therefore, refer to some of its chief features. . . .

First.—Our School System in Ontario differs from any in your Country in this important feature:—The Executive Head of the Education Department is a permanent and non-political Officer. The Distinguished Gentleman who presides over the Department at present, Reverend Doctor Ryerson, has filled his present position, with great acceptability to the people and service to the Country, for thirty years.

Second.—The second peculiarity is that, on the same days and during the same hours of these days, a uniform examination is held simultaneously in every County and City in the Province, at which every person aspiring to the office of Teacher for the Public Schools is required to be present and to pass satisfactorily before he can receive a legal Certificate of Qualification. The Examination Questions are prepared by a central authority, and are sent out under seal, which can only be broken when the Candidates are assembled for examination. Upon the result of those Examinations, according to a common value assigned to each Question by the central body, Certificates issue from the Local Boards to 2nd and 3rd Class Teachers; while all who aspire to the highest position of First Class Teachers have their Papers sent up to Toronto to be there adjudicated upon by the central authority. An uniform standard of excellence for the Teacher is thus maintained throughout the Province, while personal preference and local favouritism for Candidates have little or no place in such a system. As a further safeguard against it, the whole of the written answers of every Candidate for a Certificate of whatever grade are sent to the central Office at Toronto, to be examined if necessary, should any doubt arise as to the strictness and impartiality of the examination, or should any appeal be made against the decision of any Local Board of Examiners in any particular case.

In the same way uniform examinations are held simultaneously all over the Province for the admission of Pupils from the Public, into the High, Schools, or Collegiate Institutions.

Third.—The third feature of divergence from the United States systems of education is one which will no doubt touch the sympathies of those present. It is the beneficent provision which has been made by the Legislature of the Province for the support and comfort of worn-out and superannuated School Teachers. Every Teacher of sixty years of age who has subscribed to the Fund has a right to retire from the

profession and to receive a sum of not less than six dollars per annum for each year of service in the Province as such Teacher. Those under sixty may, under certain conditions, retire on the same terms.

Fourth.—The fourth feature is that relating to the compulsory education of children. As the Legislature has finally determined that every Public School in the Province shall be *free* to every child of the neighbourhood, so, as a necessary complement to such a System of Free Schools, it has declared that every child is by law and of right entitled to at least four months' teaching, or schooling, and that every Parent denying his child that right shall either be fined before a Magistrate, or submit to a rate of one dollar a month for every month of such denial, or neglect. The Law makes it compulsory on the Local School Trustees to enforce this law, either by means of a Fine, or Rate Bill, on the neglecting Parents.

Fifth.—The fifth and last feature of our School System which is somewhat peculiar is the facilities by which the Department has provided, (of which you have had a specimen in the attractive Museum in the adjoining Room), by which the Schools are supplied from a Central Depository with Maps, Charts, Apparatus, Library and Prize Books, and other Appliances for the Schools and School-rooms.

In reply to a question by a Delegate, Doctor Hodgins explained that all Teachers before receiving a license to teach were required to present to the Examiners a Certificate, of "good moral character," signed by a Clergyman, or other responsible party. He also explained, in reply to another question, what were the provisions of the law in regard to Religious Instruction in the Schools, and the promoting of education in the remote and outlying Districts, or Territories, of the Province..

On motion of Reverend Doctor Gallaudet, of New York, the thanks of the Convention were tendered to Dr. Hodgins for his Address.

Doctor E. M. Gallaudet (Washington) then addressed the Convention on Deaf-mutism. He said they might use the term Deaf-mutism with reference to the different phases of the disability,—mental, moral and social. Deaf-mutism arose out of a child's lack of language of any sort, even signs. This lack was what they, as Instructors, proposed to supply. The Deaf-mute himself and his friends supplied it to some extent, and the Deaf-mute's mind then began to develop, but owing to the crudeness of the language he used before going into an Institution for instruction his mental progress was very slow. After a few remarks on moral Deaf-mutism, the Speaker spoke of social Deaf-mutism. If a Deafmute were mentally improved, so that he could read and thus become qualified to confer with others whose minds are developed, he would seek his associates among hearing and speaking Persons, and would not be clannish with other Deaf-mutes. Deaf-mutes would be more welcome in the world of hearing and speaking people than they imagined, if they would only make some effort to associate with the latter. . . . He urged the importance of greater precision on the part of Teachers with regard to what they taught their Pupils, and a greater care that when the latter left School they were self-dependent.

Mr. Wing presented a Paper on the physiological peculiarities of deafness. In connection with the Paper, Mr. Wing exhibited a particular kind of Ear Trumpet, which was represented as an unusually excellent one.

Mr. Hutton, (Nova Scotia,) read a Paper with reference to the means employed by the late Mr. Duncan Anderson, to teach those Deaf-mutes with suitable organs to articulate. Mr. Anderson dissected and constructed models of the organs of speech, so as to show their reciprocal action in the combination of vowels and consonants. He then contrived a system of notation, whereby these combinations were indicated to the eye in such a manner as to enable the Teacher

to practise the Pupil in articulation, or the intelligent Pupil to acquire the art by his own persevering study.q . . .

Mr. Bell presented, for the consideration of the Convention, Dalgon's method of intercommunication between the Blind and the Deaf and Dumb,—a method which he suggested might be employed by Deaf-mutes in conversing with each other in the dark. A knowledge of this method is conveyed by means of a Glove with the several letters of the alphabet printed on it in different places, and when a person wishes by it to communicate with another he spells out what he wishes to say, touching the places on the latter's hand corresponding with those on the Glove on which the necessary letters are printed. . . .

Mr. Talbot, (Iowa,) read a Paper on the limit of the number that should be taught in one Class. He said that a wise economy of time and force required that the largest possible number should be taught in one Class, but this did not mean as large a number as were commonly taught in speaking Classes.

Mr. Hammond, (Indiana), followed with a Paper on Geography. He considered this an excellent study for the Deaf and Dumb, as it tended to the development of faculties which it was very important should be cultivated in Persons thus afflicted,—those of memory and observation.

Mr. Bangs read a Paper by Mr. Brown, of Michigan, on Text Books. The hints given in the Paper were excellent. They were only of special interest to Teachers of the Deaf and Dumb.

A discussion then took place on the foregoing Papers, in the course of which the Reverend Doctor Turner, President of the Convention, spoke very favourably of the old-fashioned natural sign-language, giving instances of persons having been educated by means of it, and it alone, and having become eminent scholars. Among them was the Writer of the last Paper. He asked those who were opposing the natural sign language, not to pull down the old land-marks until they got something better. Mr. McGann strongly advocated progress in obtaining modes of expression for Deaf-mutes. He thought they should endeavour to improve the present system, and not to go backwards and make use exclusively of the old natural sign-language. While wishing to have Deaf-mutes think in the English language, he was not in favour of discarding the sign language, but of further improving it.

The Museum was open during to-day, and was one of the great attractions, if not the principal one. Many of the Gentlemen from the United States expressed surprise at the completeness of the Museum, and the great variety of articles exhibited therein was from the Educational Museum in Toronto. Among the articles were some Charts and Books on the subject of Deaf and Dumb instruction, and well adapted for that purpose.

It is very interesting to visit the workshops in connection with this Institution. In one of them about twenty-five Boys are engaged at shoemaking for various other Government Institutions in the Province. In the Cabinet and Carpenter's Shop, Desks, Tables with turned legs, Window Sashes, etcetera, are made. Painting and Glazing are also done in the shops.

As the Convention re-assembled a religious service, in the sign-language, took place, the Reverend D. E. Bartlett, of Hartford conducting the Service, opening with the Doxology "sung" in manual signs, by that portion of the assemblage which was capable of making use of that mode of expression. The Lord's Prayer was next repeated in the same way.

At three o'clock a special service for Deaf-mutes was held in the St. Thomas Anglican Church. The services were conducted *viva voce* by the Reverend Mr.

Burke, the Incumbent of the Church, but the Reverend Doctor Gallaudet, of New York, who is a Clergyman of the Protestant Episcopal Church of the United States, stood beside Mr. Burke and interpreted in the sign language everything he uttered, the Liturgy included.

He was followed by the Reverend Doctor Gallaudet, who gave those present not Deaf and Dumb Instructors, a history of the New York Church Mission for Deaf-mutes. In the course of his remarks, Dr. Gallaudet stated that he had been among Deaf-mutes all his lifetime, since both his Mother and his Wife were deaf and dumb.

At eight o'clock in the evening the Convention resumed, and another model service was held, the Reverend Doctors Peet and Gallaudet (Washington) conducting it. During the course of the service, Dr. Peet repeated the Lord's Prayer and the Hymn beginning, "O for a thousand Tongues to sing," the Spectators following him in the same way as that which they followed Mr. Bartlett in the morning.

On Monday morning the Convention was invited by the Councils of Prince Edward County and Picton to a pic-nic at the Sand Banks, on the shore of Lake Ontario. The party reached the Sand Banks about one o'clock, and found there a large crowd of residents of the County assembled to entertain the Visitors, and to take part in their pleasure.

The first business was the presentation by Mayor Allan, of an Address of welcome to the Convention, on behalf of the Town of Picton, and a similar one by Mr. Joseph Pearson, Warden, on behalf of the County of Prince Edward. To both addresses the Reverend Mr. Turner, President of the Convention, made a suitable reply. A most excellent and bountiful Dinner was then served to the whole party in a beautiful Grove. After dinner, a formal Meeting of the Convention was held beneath a large tree on the top of one of the highest Sand Banks, at which votes of thanks were passed to the Railway Companies for reduced fares; to the people of Belleville, and to the Corporation of that Town, for their generous hospitality; to the Government of Ontario, for similar kindness; to Doctor Palmer, the Principal, and other officers of the Belleville Institution, for the kindness shown by them to the Members of the Convention; to the Wardens and County Councils of Hastings and Prince Edward, for entertainments; to the Reporters, for full and accurate reports; and to the President and Secretaries of the Convention, for the manner in which they had discharged their duties. . . . .

The excursionists reached Belleville shortly after midnight, every one expressing himself, or herself, delighted with the pleasant day they had spent, and the beautiful country they had seen.—*Globe and Mail Reports.*

REPORT ON THE SYSTEMS OF POPULAR EDUCATION ON THE CONTINENT OF EUROPE, 1868.

(*CONDENSED.*)

By the Reverend Doctor Ryerson, Chief Superintendent of Education of Ontario.

To His Excellency Major-General Stisted, C.B., Lieutenant-Governor of the Province of Ontario.

May it Please Your Excellency:

I deem it my duty to lay before Your Excellency, for the information of the people of this Province, through their Representatives, a Special Report, embracing the

results of observations and enquiries respecting the systems of Public Instruction in several Foreign Countries as compared with that of Upper Canada, and offering some suggestions for the advancement of Education among us. I am induced to make this Report under the following circumstances:—

Scope and Object of this Special Report.

When, in the latter part of 1844, I entered upon the task of devising a system of Public Elementary Instruction for the then Province of Upper Canada, I prefaced my work by a preliminary enquiry of more than twelve months into the systems of Public Instruction in the neighbouring States of America, and several Countries of Europe, especially Great Britain and Ireland, France, Holland, Prussia, some Minor States of Germany, and Switzerland. I embodied the results of my enquiries and observations in a "Report on a System of Public Elementary Education for Upper Canada," which was laid before our Government and Legislature in 1846, and according to the recommendations of which a Law was framed and our present Educational System was established. One part of my plan of labour was, to make, once in five years, an Official Visit to each College of Upper Canada, to consult, at a public County Convention, on the progress, working and defects of our System of Education; and to make, also, once in five years, an Educational Tour of observation and enquiry into the working and progress of the Systems of Public Instruction in the chief educating Countries of America and Europe, that we might avail ourselves, as far as possible, of the experience of both Hemispheres in simplifying and improving our own System and methods of diffusing education and useful knowledge among all classes of the population. With this view I have, several times, visited all the Counties of Upper Canada, and been permitted in 1850-1, and again in 1855-6, to make educational Tours in the United States and Europe, as also again in 1866-7. During this last Tour I was directed by the Government to make special enquiries in regard to Institutions for the education of the Deaf and Dumb and Blind, with a view to some effective legislation and measures for the education of those afflicted classes of our fellow-creatures. . . .

It is my pleasing duty to add that in each of these Tours of inspection and enquiry I was favoured by Her Majesty's Secretary of State for Foreign Affairs,—on former occasions by the Earl of Clarendon, and last year by Lord Stanley,—with Letters of Introduction to the British Ambassadors at the Court of each of the Countries I intended to visit, and through whom I obtained every Document and facility of enquiry requisite for my purpose.

Under these circumstances, and on the creation of a new Legislature, and the inauguration of a new system of Government, it seems appropriate to review the principles and progress of our System of Education in the light of the Educational Systems of other Countries, and determine to be second to no Country in our plans and efforts to secure to the whole of the rising and future generations of this Province of the Canadian Dominion the advantages and blessings of a sound, Christian Education.

Commissions of Educational Inquiries by Other Countries.

In this course of foreign educational enquiry, we have but followed the example of older educating Countries. Three distinguished American eduactionists, besides ordinary Travellers, have visited Europe for the express purpose of studying its educational systems. . . .

In 1838, Professor Stowe inspected and made a brief but excellent Report on Education, and especially on the system of Normal Schools in Prussia; and in 1843, the late Horace Mann, then Secretary of the Massachusetts Board of Education, made a School Tour in Europe, and reported especially upon the character and methods of School discipline and teaching in Holland, Prussia, England and Scotland. A few years since, Doctor Henry Barnard,—now at the head of the new National Depart-

ment of Education at Washington, made an Educational Tour in Europe; and he has written largely and lucidly on Education and the Normal Schools and other Educational Institutions of Germany, France, England, etcetera. I am indebted to Doctor Barnard for several facts and references in the following pages.

As early as 1831, the French Government deputed the justly celebrated M. Victor Cousin to make a Tour of inspection in Germany, and to report not only on Primary Education, but on the higher Schools and Universities. M. Cousin occupied half of his Report of two Volumes with Prussia, but describes the Educational Institutions of Weimar, Saxony, Frankfort-on-the-Main, and Holland. As the earliest fruit of that Report, M. Guizot, then French Minister of Public Instruction, devised and put into operation a System of Public Instruction for France, which, with some important modifications, remains to the present day,—the most comprehensive and complete in Europe, except that of Prussia. Again, in 1854, M. Eugéne Rendu was charged by the French Ministry of Instruction to visit Germany and study the state of Education there; and lastly, in 1865, the French Ministry of Public Instruction directed M. J. M. Baudouin to inspect and study and report upon the organization and methods of Public Instruction in Belgium, Germany and Switzerland.

The British Government has appointed various Commissions to investigate and report on the Systems of Instruction on the Continent. Within the last ten years an Education Commission, appointed by the Queen and presided over, until his death, by the late Duke of Newcastle, has enquired into the state of Popular Education in England, with a view to consider and report upon measures for the extension of sound and cheap Elementary Education to all classes of the people. That Commission has appointed Assistant Commissioners to visit France, Holland, Switzerland, Germany, the United States and Canada.

To make these important enquiries, Mr. Matthew Arnold, M.A.,—son of the late celebrated Reverend Doctor Arnold,—was appointed to visit France, Holland and French Switzerland, and the Reverend Mark Pattison, B.D., was appointed to make enquiry into Elementary Education in Germany; and the Reverend James Fraser, M.A., was appointed to visit the United States and Canada for the same purpose.*

I have, of course, availed myself of the Reports of these able men, as well as of the Official Reports and Laws of the several Countries I have visited, in order to assist my own enquiries and enlarge my knowledge on the many topics of investigation. Their opinions will be frequently quoted in the following pages.

I. PUBLIC INSTRUCTION IN FRANCE.

France, formerly divided into thirty-four Provinces, has, since 1789, been divided into Departments; each Department is divided into Arrondissements; each Arrondissement is subdivided into Cantons and Communes.

System of Public Instruction—Its Threefold Division.

The organization of the System of Public Instruction in France is in harmony with that of the civil government. At the head of it stands The Supreme Council of Public Instruction, presided over by the Minister of Public Instruction. This Council fairly represents the different creeds and institutions of France. The Clergy, both Roman Catholic and Protestant, although included in every School Corporation, or Council, are always in a small minority. In France the Church is completely subject to the State. All the Members of the Supreme Council are named by the Emperor for one year. The Council assembles at least twice a year, and gives its opinions on projected Bills and Decrees concerning Public Instruction, on Regulations respecting Programmes of Study, and has control over all Councils of Academies (Universities),

* For Mr. Fraser's Report on the School System of Upper Canada, see pages 98-100 of the Eighteenth Volume of the Documentary History of Education in Ontario.

of which there are sixteen,—each Academy having one or more of the Faculties of Law, Medicine, Literature and the Sciences,—and Lyceums (Grammar Schools), Colleges, and Schools of Primary Instruction under its jurisdiction.

Public Instruction in France is distinguished into Instruction Supérieure,—including the Academies, with five Faculties,—Sciences, Letters, Theology, Law and Medicine; Instruction Secondaire,—comprising the Lyceums, Royal and Communal Colleges,—at which Students can take the Degrees of Bachelor of Letters and Bachelor of Sciences; and Instruction Primaire,—comprising Elementary or Common Schools. There is a Normal School Superior, for training Professors for the Faculties in the Academies; there are the Normal Schools Secondary, for the training of Professors for the Lyceums and Colleges. None but Graduates, after competitive Examination, are eligible for admission into these Normal Schools. There are also Primary Normal Schools, for the training of Teachers for the Elementary Schools.

Government Inspection of Schools

Over all these Academies, Colleges, and Schools, there is a rigid system of inspection. There are eight Inspectors-General for the Academies, or Faculties; six Inspectors-General of the Lyceums and Colleges; and two Inspectors-General to oversee the numerous local Inspectors of the Elementary Schools. Each of the sixteen Academies has a district of country embracing several Departments, and is presided over by a Rector, who has charge of the Normal Schools, and the Course of Study and methods of teaching in the Primary Schools, and who is assisted by an Officer in each department of his district called an Academy Inspector, who has chiefly to do with Secondary Instruction, but has also the supervision of Primary Instruction in his department; and to him the Inspector of Primary Schools makes his reports, and on his representations the Prefect is for the most part guided in dealing with the primary Teachers.

Departmental Control of Education.

The Prefect is the head of the Department, and is assisted by a Departmental Council, composed of thirteen Members, the majority of whom were formerly elected by the ratepayers, but all of whom are now nominated by the Minister of Public Instruction, except the Procureur-General, the Bishop and his ecclesiastical nominee, who are *ex officio* members.

Communal Control of Education—Religious Persuasions—Protection of the Minority.

The Mayor and Municipal Council of each Commune have the immediate care and oversight of each Communal School. The Mayor and the Curé, or Minister of Religion, have the exclusive supervision of the moral and religious teaching of the School. In France three forms of religious worship are recognized by Law,—the Roman Catholic, the Protestant (Reformed and Lutheran), and the Jewish; and the Ministers of these communions are alike salaried by the State.

Separate Schools Allowed—Religious Liberty Maintained.

Difficulties having arisen in connection with Religious Instruction in the Common Schools, Separate, or Denominational, Schools multiplied, and became rather the rule than the exception. Each form of Religion is recognized by the State, is allowed to have a Separate School; but the Departmental Council has power to unite in one Common School children of different Religious communions. Yet if the children are thus united in one school, their religious liberty is sedulously guarded. It is provided that the Ministers of each communion shall have free and equal access to the School, at separate times, to watch over the Religious Instruction of the children of their own communion. Where the School is appropriated to one Denomination, no child of another Denomina-

tion is admitted without a written request from his Parents, or Guardians. . . . Thus the liberty and rights of the minority are protected in France.

Methods of Providing for the Support of Schools.

The means of establishing and supporting the Schools are provided by the joint action of the State, the Departments, the Communes, Fees of Pupils, and individual contributions. Every Commune must provide a School House and residence for the Teacher. Every Teacher must have a lodging, or its equivalent in money, with a minimum Salary of not less than 600 francs, ($120). If the Commune refuses, or neglects, to provide by tax on the property at the rate of three per cent., the Government imposes and collects it. If the Commune, on account of poverty, cannot raise the sum required, the Department to which such Commune belongs must provide for it. And if the revenues of the Department are not sufficient to meet the deficiencies of all the Communes, the balance is supplied by the State.

Normal Schools for Departments.

Every Department must, by the Law of 1850, support a Normal School for the Training of Teachers for Primary Schools; or, in certain circumstances, two, or more, Departments may unite for that purpose. The sum to be expended in support of a Normal School is regulated by the Supreme Council of Public Instruction. The Salary of the Principal, or Director, is borne jointly by the Government and the Department; the Salaries of the other Teachers is borne by the Department.

Provision for Superannuated Teachers.

In each Department an increasing fund is established for the relief of aged Teachers, and of the Widows and children of Teachers who have died in their work. Each Teacher must subscribe one-twentieth of the Salary he receives from the Commune; and the sum-total of his subcription, together with the interest on it, is returned to him when he retires, or to his Widow and children when he dies.

Universities, Colleges, Superior Normal Schools and Students.

Under the head of Instruction Superieure, there are the sixteen Academies, or Universities, with their one, or more, Faculties each, distributed among the principal towns of France. All of the Lectures are public and free.

In the system of Secondary Instruction, there are 63 Lyceums and 244 Communal Colleges, (Superior Grammar Schools), aided and inspected by the State. All the Towns possessing Faculties have also Normal Schools (Ecoles Normales Supérieures), for providing the Lyceums and Communal Colleges with Masters and Teachers, besides the Superior Normal School at Paris, for the training of Candidates for Professorships in the Universities, and which is under the control of the Minister of Public Instruction, administered by three Directors. . . .

Boys' Schools, and Mixed Schools for Boys and Girls. Girls' Schools.

In the 36,692 Communes provided with Schools, there are about 46,000 Public Schools; one-half of that number is for Boys, and the other half are mixed Schools for Boys and Girls. The children of the two sexes are united in Communal Schools; of which 15,150 are taught by male Teachers, and 2,653 are taught by female Teachers; 1,581 are taught by male, and about 2,000 by female Religious Orders. . . .

Of the 37,510 Communes of the Empire, about 20,000 are provided with Schools for Girls. So that there are a number of Communes yet unprovided with Schools specially for Girls.

Free Schools.

Every Commune has the discretionary power, from its own resources, to support one or more Free Schools—Ecoles Entierement Gratuites.

Minimum Salary of Teachers.

Besides the lodgment and furnished School House, every Commune is obliged to furnish the Public Teacher a certain allowance. (Law of 1850.) The decree of the 19th April, 1862, fixes in the following manner the minimum Salary of Teachers:—

(1) From 1 to 5 years' service .....600 francs. ($120).
(2) After 5 years .....700 francs. ($140).
(3) After 10 years .....800 francs. ($160).
(4) After 15 years .....900 francs. ($180).

The female Teachers who teach the Public Schools enjoy an allowance, the minimum of which is determined by a decree of the 31st December, 1853, as follows:—

1st class .....500 francs. ($100).
2nd class .....400 francs. ($80).

Normal Schools.

There are 115 Establishments especially charged with the training of Teachers for the Public Schools,—by Normal Courses of Instruction in Faculties. The engagements contracted by Teachers trained in the Normal Schools to devote ten years to public teaching, are generally fulfilled. . . .

For the training of female Teachers, there are a number of Normal Schools and Normal Courses of Instruction in other Establishments. . . .

Infant Schools and their Teachers.

There is yet another class of Schools,—infant Schools,—Salles d'asile. To be placed at the head of an Infant School, the Mistress must be provided with a Certificate of Aptitude. In the chief Town of each Department, there is a Commission to examine Candidates and give Certificates of Aptitude.

From the "Résumé Général" of the French Minister of Public Instruction (M. Duruy), I extract the following remarks and statistics:—

General Summary of Education in France.

The establishments of Primary Instruction are divided into four classes, or categories, namely:—

Normal Schools.—1. Establishments designed to train Teachers,—male and female. 2. Primary Schools, properly called, in which children are received from seven to thirteen years of age, (Boys' Schools, Girls' Schools and Common Schools for both sexes). 3. Infant Schools. 4. Supplementary, (evening) Schools, opened for adults and Apprentices.

Primary Instruction is also given in special classes attached to Colleges, Lyceums, Secondary Schools, and in Establishments appertaining to different administrations, as Prison Schools, Regimental Schools, Schools of Arts and Trades, Agricultural and Veterinary Schools. . . .

Reasons for Non-Attendance after the Age of Twelve.

The acts of the Religious life regulate, in general, the duration of the School period. The first Communion in the Roman Catholic Church takes place between eleven and twelve years of age. Very few children attend the School when they have no more catechism to recite, as many go there only to learn it. In Protestant countries, where

the first Communion is at about sixteen years of age, this limit is also that of School age; and this delay which, in some degree, prolongs childhood, prolongs also the study of the School.

Brief Statistics of French Schools.

Public primary instruction in France cost £1,910,000 in grants and taxes.

French Schools.—France possessed, in 1866, nearly 70,000 Primary Schools. Of this number all but 18,000 were not aided, but maintained out of an expenditure of considerably less than one million and three-quarters sterling; the Private Schools received amongst them some assistance out of it.

National and Religious Character of the French and English Systems.

French Religious Element.—The French system is Religious; not in the sense in which all Systems profess to be more or less Religious, in inculcating the precepts of a certain universal and indisputable morality; it inculcated the doctrines of morality in the only way in which the masses of mankind ever admit them in their connection with the doctrines of Religion. . . . In this it coincides with the systems of England and Germany. Morality,—is dignified, by being taught in connection with Religious sentiment; but legalized, by being taught in connection with religious dogma,—this is what the French system makes the indispensable basis of its primary instruction.

The French system does not seek divisions; it accepts those that are radical, irreconcilable. All minor shades of division that may without violence to their nature combine, it leaves to combine; it does not deepen by distinguishing them. Protestantism and Roman Catholicism, the great rival systems of authority and enquiry; Judaism, inveterate in its faded isolation; these it recognizes as necessary, irreconcilable. It recognizes these, but it recognizes no other. In an Empire of thirty-six millions it recognizes no other. . . .

English Denominational Influence.—In England the State makes itself Denominational with Denominations. It offers to them no example of a civil unity in which religious divisions are lost; in which they meet as citizens, though estranged as sectaries. It makes its inspectors Anglican with the Anglicans, Roman Catholic with the Roman Catholics, Orthodox Presbyterian with the Old Church of Scotland, Free Church with the New. It does not hold itself aloof from the Religious divisions of the population; it enters into them. . . .

Financial Provision for Schools in France.

Schools and Teachers.—The French system, having undertaken to put the means of education within its people's reach, has to provide Schools and Teachers. Here again it altogether diverges from ours, which has by no means undertaken to put the means of education within the people's reach, but only to make the best and richest elementary Schools better and richer. The French plan places its Schools chiefly, but not absolutely, in the hands of local Boards; it tempers the parsimony of the parish with the more liberal views of the central power, and between the parish Contributor and the State Contributor it places a third Contributor of less narrow spirit than the first, of more economical spirit than the second,—the Department, or County. . . .

Central and Local Control of Teachers—Inspection.

The State has provided Schools and Teachers; under what authority shall it place them? Of Inspection, the great guarantee of efficiency, it has abundance; it has first Inspectors General, then Rectors and Academy Inspectors, then Primary Inspectors, then Cantonal Delegates, then the Parish Authorities, the Mayor and the Minister of the persuasion followed by the Scholars.

French and English Systems of Inspection Compared.

The machinery of French inspection is perhaps a little redundant. It is found impossible to obtain from the Cantonal Delegates, unpaid and with occupations of their own, that regular intervention in the details of Primary Instruction which the Government solicits from them. The Primary Inspectors are the very life of the School System; their inspection is a reality, because made when not expected. The Academy Inspectors, receiving the reports of the Primary Inspectors, and themselves in connection with the Academies of France, supply local centres for dealing with the mass of details received from the Primary Inspectors, and thus relieve the Central Office in Paris. The four Inspectors-General, in personal Communication with the School Authorities, the Primary Inspectors and the Minister, preserve the latter from the danger of falling a victim to the routine of his own Bureaux, while he also obtains from four picked and superior men a unity of appreciation of School matters which he would seek for in vain from the Primary Inspectors, chosen necessarily with less advantage of selection. If I were asked to name the four deficiences most unanimously remarked in our System by the most competent Foreign judges whom I met, they would be these:—First, the want of distinct centres for managing the current details of School business, and the consequent inundation of our London Office with the whole of them. Secondly, the inconceivable prohibition to our Primary Inspectors to inspect without previous notice. Thirdly, the denial of access into the ranks of the Primary Inspectors to the most capable Public School Masters. Fourthly, and above all, the want of Inspectors-General.

Comparative Influence of French and English School Legislation.

The intelligence of the French people is well known; it places them among the very foremost of ancient and modern nations. It is the source of their highest virtue, a certain natural equity of spirit in matters where most other nations are intolerant. I suppose that this intelligence is a thing not altogether peculiar and innate in the people of France; if it were, the upper classes, adding high culture to this exclusive gift, would exhibit over the upper classes of other nations a superiority of which they certainly have not given proof.

French and English Legislative Diction.—This works partly by its form, partly by its spirit. By its form it educates the national intelligence, not otherwise than as all French legislation tends thus to educate it; but even this is worth noticing. . . . Let the English reader compare, in their style and diction alone, M. Guizot's Education Law, with the well-known Bill of a most sincere and intelligent friend of English education, Sir John Pakington. Certainly neither was the French Law drawn by M. Guizot himself, nor the English Bill by Sir John Pakington; each speaks the current language of its national legislation. But the French Law, (with a little necessary formality, it is true), speaks the language of modern Europe; the English Bill speaks the language of the Middle Ages. I assert that the rational intelligible speech of this great public voice of her Laws has a directly favourable effect upon the general reason and intelligence of France.

From the form I pass to the spirit. It is not a light thing for the reason and equity of a nation that her Laws should boldly utter prescriptions which are reasonable and equitable. It is not a light thing for the spread, among the French masses, of a wise and moderate spirit on the vital and vexed questions of Religion and Education, that the law of 1833 should say firmly:—Le voeu dés pères de famille sera toujours consultè et suivi en ce que concerne la participation de leurs enfants à l'instruction religieuse! It is not a light thing that the whole body of modern French legislation on these critical questions should hold a language equally firm, equally liberal. To this it is owing that, in a sphere where the popular cry in other Countries either cannot be relied on, or is sure to be wrong, there exists in France a genial current of sound public

opinion, blowing steadily in the right quarter. To this it is owing that from dangers, which perpetually thwart and threaten intellectual growth in other Countries, intellectual growth in France is comparatively secure. It is with truth that M. Guizot says in his latest work, "C'est la grandeur de notre pays que les esprits ont besoin d'être satisfaits en meme temps que les intérets. . . ."

II. PUBLIC INSTRUCTION IN PRUSSIA.

The Prussian system of Public Instruction has attracted the attention of other Countries more, and is better known than that of any other Country in Europe. The most elaborate account of the Prussian system is that of M. Victor Cousin, who visited Prussia by order of the French Government in 1831, and whose Report embraces not only an account of Primary Education, but also of the higher Schools and Universities. . . .

The fact is the Prussian administration of government in regard to Education is provincial,—the growth of a century and more,—the result of usages, Laws, Degrees, Regulations, instructions in each of her ten Provinces, or local Governments, and varying according to the circumstances and population of each of those Provinces, though the fundamental principles and many features of it are common to all the Provinces. It is only since 1855 that there has been a general School Law in Prussia.

Provincial and Municipal Organization of the Kingdom.

Provinces.—Down to wihin the last two years the Kingdom of Prussia was divided into ten Provinces; each of these Provinces is sub-divided into twenty-five Regencies; each Regency is again sub-divided into Circles, and each Circle into Parishes. Each Province has its Governor (Ober President), who is assisted by a Council called a Consistory, exercising functions for the Province similar to what the Supreme Ministerial Council at Berlin exercises for the whole Kingdom. It has direct control over the Secondary Instruction and the Normal Schools for the education of Primary Teachers in the Province. . . .

Regency.—The next smaller political division, after the Province, is the Regency, presided over by a President and assisted by a Council. This Council is divided into three sections, one having charge of School matters. The School Committee examines and appoints all the Teachers of Elementary and Burgher Schools, sees to keeping in order the School Houses, collects the School Fees, and administers the School Funds.

Circle.—Then in each of the Circles an Inspector, a Clergyman, has charge of several parishes in School affairs. . . .

School Board.—In the Cities and large Towns there is a Board of Management over all the Schools, and a number of the Municipal Council appointed by the Government to oversee all the Schools. There is also a Committee of Management over each School.

Executive Power over the Whole Educational System in Prussia.

Functionaries.—There is thus a regular gradation of authorities from the School Master up to the Minister of Education, and every part of the system of Primary Instruction takes its direction from the highest authorities, and is within the control of the Central Government. . . .

Religious Instruction and Separate Schools.

Religious Instruction.—In regard to Religious Instruction in connection with the Schools, it has always been recognized throughout Protestant Germany that the Church, as well as the State, has an obligation in respect to Elementary Education. . . . The Pastor of the Parish is *ex-officio* local Inspector of the Schools, both chief and affiliated, within his Parish; but the term Inspector implies much more than is meant

by it in England, including superintendence, as well as visitation. The composition of the local School Board varies in different Provinces; but in all the Clergyman of the Parish is a Member; in most he is Chairman. . . .

Separate Schools.—The Primary Schools in Prussia have been from the beginning in the 16th century Denominational and chiefly Protestant, until the present century. By the Law of 1794 the School was assigned a place among the other State Institutions; but it remained subject to the inspection and management of the Ecclesiastical authorities. Provision was, however, made for the recognition, management, ceremonial observances and teaching of Roman Catholic Schools, and when the Prussian Monarchy, after the Napoleonic invasion, grew in extent and aggregated large masses of Roman Catholic subjects, Roman Catholic Schools became an important, as well as integral, part of the School System. The Schools existing in those Countries at the time of their annexation to Prussia were Roman Catholic. . . . The strictly secular School was introduced into the Western Provinces with the French Law, as a necessary portion of the Municipal System of that Law in which the Commune is a purely civil division; but although the Napoleon Code is still retained a cherished possession by the inhabitants on the left bank of the Rhine, the Schools have almost all become Confessional Schools, and this without any legislative enactment, but by the mere current of circumstances. . . .

Funds for Supporting the Prussian Schools.

As the endowment funds applicable to School purposes are very small, nearly the whole cost of the vast system of Elementary Education is defrayed by annual taxation of some kind. The funds for supporting the Primary Schools are derived chiefly from three sources:—1. School Fees of children. 2. Local School Rate. 3. Grants on the ground of poverty, etcetera.

Educational Obligations of Parishes, or Communes, in Prussia.

Every Commune must find School room and teaching for all the children from six to fourteen years of age belonging to it; and every Commune must provide for the support of its School, as far as it is able. The Law declares that not only shall provision be made for the education of every child of School age, but that every child shall attend School during that age, and that every Commune shall provide for the education of its own children, and shall only claim assistance from the State in case of the inability from poverty to fulfil the requirements of the Law. The Prussian System of Primary Instruction rests upon the obligation of each Parish, or Commune, to provide for the Common School Education of its own children; and its efficiency arises from the universality of the enforcement and fulfilment of this obligation, and the thorough Elementary Education given to every child in the Kingdom. . . .

The departmental Government determines the Salary of the Teacher. Each Commune School has its local Board of Trustees; but the mode of providing the local funds for the support of the School greatly varies in the different Provinces and Districts. The following is the common feature:—The School Board of each Commune determines what the School Fees payable by Parents of Pupils shall be, the Law fixing the minimum at one groschen (two cents) per week, and the maximum at fifteen Prussian dollars ($11.25) per year, or a fraction less than a dollar of our money per month. In determining what these Fees shall be, the School Board considers what Parents are able to pay. These Fees are collected by the School Board; are applied, as far as they will go, towards the support of the School. For the remaining part of the outlay required the School Board applies to the Commune, which provides by a Rate on property according to valuation as with us. If this Rate, according to a certain percentage on the property of the Commune, is insufficient to support the School, then application is made for a Grant from the State funds. Out of the more than 30,000 Parishes, or Communes, comparatively few are thus aided by the State, the aggregate

amount granted by which is small in comparison with the sums provided from local sources. The Prussian Law on this subject since 1794 is as follows:—

"Where there are no endowments for the support of Common Schools, then the maintenance of the Teacher falls upon the collective Householders, without distinction of Religion. . . ."

Diffusion of Education in Prussia.

In no other Country is there so thorough and universal Common School Education, or so complete a provision for the education of all classes in all branches of science and literature, and for all the Trades, employments and pursuits of life, as well for the Blind, as for the Deaf and Dumb.

Principle of Compulsory Education in Prussia.

The principle being avowed that every child shall be educated, and well educated, the Government provides for the removal of every obstacle to the application of that principle. . . . This is the ground and object for the exercise of what seems an arbitrary power. And upon the same ground is the power of compelling the education of each child from seven to fourteen years of age, inclusive, to prevent any Parent from robbing his child of the sacred right of a good education, and of depriving the nation of an educated citizen. . . . It is as much a matter of course that the children of the Peasant, the Farmer, the Artizan, the Labourer, should take their daily road to School, as that those of the Tradesman, the Merchant, the Banker, or the Judge should. This is a consequence of the universal prevalence of Day Schools. In attending the Day School the child is but doing what all the children of the place, rich as well as poor, are doing. This habit of universal attendance at the Day Schools is one of the most precious traditions of the German family. The compulsory School attendance dates from the earliest period of the Reformation, and was recognized as a Religious duty long before it became a Law of the State. From the time of Luther's address to the Municipal Corporations of Germany, 1524, this has been so recognized, whether it was enforced by enactment, or not. When, in the beginning of the 18th century, Freidrich Wilhelm began to issue royal Ordinances for the regulation and improvement of Elementary Schools, we find these Ordinances assuming, not enacting *de novo*, universal School attendance of all unconfirmed persons [confirmation takes place at the age of fourteen, or sixteen, after a course of Religious Instruction]. The edict of 1716, which is popularly regarded as the source of the Prussian Compulsory System, does really nothing more than give the sanction of the royal Ordinance to an existing practice. Compulsory education in Protestant Germany never had to contend with an adverse public opinion; not because the spirit of personal liberty is wanting, but because there has never been a time when it was not thought part of parental duty to have the children properly educated.

Popularity of the Prussian System of Education.—Mr. Kay, late Travelling Bachelor of the University of Cambridge, in his work on "The Social Condition and Education of the People of England and Europe," states as follows on this subject:—

"I went to Prussia with the firm expectation that I should hear nothing but complaints from the peasants, and that I should find the School nothing but a worthy offshoot of an absolute Government. To test whether this really was the case or not, as well as to see something of the actual working of the system in the country districts, I travelled alone through different parts of the Rhine Provinces for four weeks. During the whole of my solitary rambles I put myself, as much as possible, into communication with the Peasants and with the Teachers, for the purpose of testing the actual state of feeling on this question. Judge, then, of my surprise, that although I conversed with many of the very poorest of the people, and with both Romanists and Protestants, and although I always endeavoured to elicit expressions of discontent, I never once heard in any part of Prussia one word spoken by any of the Peasants against

the educational Regulations. But, on the contrary, I everywhere received daily and hourly proofs of the most unequivocal character of the satisfaction and real pride with which a Prussian, however poor he may be, looks upon the School of his locality."

Protection of Prussian Children as to Education and in Factories.

The protection of children against the neglect and avarice of Parents and rapacious employers is humanely provided for in Prussia, as also in other German States. In Berlin every youth proposed to be apprenticed must, at the time of his being apprenticed, be examined by the Guild of the Trade for which he is destined. If he can read, write and cipher competently for the business, he receives a Certificate to that effect. If not, he is sent back to School until he is able to do so. "Prussia," says Mr. Pattison, "followed by Bavaria, Baden and other States, has minute Regulations for the protection of the children employed in Factories. The minimum age in Prussia is twelve. No young person under sixteen can be employed in a Factory without a Certificate of having regularly attended School for at least three years, or a Certificate stating that the bearer can read and write. This Regulation does not apply where the Mill-owner supports a School at his own expense, which the children in his employ attend at such hours as the School councillor shall sanction. The maximum number of hours for children under fourteen is now six hours, and their employment between 8 p.m. and 5.30 a.m. is prohibited. They must attend School at least three hours daily. Special Inspectors for Factories are appointed only here and there, although they can be sent to any Factory. Whether any Factory be under the supervision of a special Inspector or not, the ordinary Inspectors are required to visit its School, as they do ordinary Schools. A Manufacturer may be fined for employing persons under sixteen.

III. PUBLIC INSTRUCTION IN HOLLAND.

Holland is divided into eleven Provinces, each with its Governor and Elective Assembly. The Town Council elect a certain proportion of the Provincial Governments, and the Provincial Government elect the lower Chamber of the States General, or House of Commons. The States General is composed of two Chambers; the Upper Chamber consists of fifty life Members, the Lower Chamber of fifty-five elective Members.

Historical Sketch of Education in Holland.

The American School Commissioner, Doctor Bache, in his Report on Education in Europe, 1838, remarks:—"The System of Primary Instruction in Holland is peculiarly interesting, from its organization in an ascending series, beginning with the local School Authorities and terminating in the highest authority, instead of emanating, as in centralized systems, from that authority."

The first impulse to an improved system of elementary instruction in Holland originated with a Mennonite Minister named John Nieuvenhuysen, who, with other citizens of Groningen, founded, in 1784, the "Society of Public Good," whose objects were threefold:—1. To prepare and circulate elementary works on religious and moral subjects and the matters of every-day life. 2. To establish Model Schools, and temporary Schools, with Libraries for the use of workpeople who had left School. 3. To make and report enquiries into the true methods of School teaching and discipline, and of the principles of the physical and moral Education of children. This was the origin of modern investigations of these subjects and of improved Systems of Education in both Europe and America. This Society was very energetic and successful; the Government encouraged its efforts to prepare School Books, train Teachers, excite attention to the state of the Schools, and gradually adopted its plans. In 1806, when Holland was a Republic, the various Edicts and Regulations which had been published from time to time were digested into a law and generalized for the guidance of the

Country at large by M. Van den Ende, called the "Father of Public Instruction in Holland," and who, from 1806 to 1833, as Commissioner, and acting under the authority of the Home Department, directed the Popular Education of his Country.

French Statesmen on the State of Education in Holland.

So high was the reputation of the Dutch School Methods and System more than fifty years ago that the French University deputed M. Cuvier, the great Naturalist, to visit Holland in 1811, and report on the System of Public Education. He described the astonishment and delight he felt in first visiting the Dutch Schools, and pronounced them above all praise. "I confess that no Schools which I have visited in the United States or in different Countries of Europe so deeply and favourably impressed me in regard to discipline, methods of teaching, order and neatness, as those which I have visited in the principal Cities and Towns of Holland." The English Commissioner, Mr. Arnold, in his Report of 1860, says:—"I have seen no Primary Schools worthy to be matched, even now, with those of Holland."

M. Cousin, the French Philosopher and Educationist, who has visited and reported on the Schools of Prussia and other States of Germany in 1831, and prepared the famous French School Law of M. Guizot in 1833, visited and reported on the School System of Holland in 1836. Referring to the Dutch School Law of 1806, M. Cousin says:—"This code of Primary Instruction was founded upon maxims so wise, so well connected in all its parts, so conformed to the spirit of the Country, so easily adapted itself, by the generality of its principles, to the convenience of Provinces the most different, that it has continued until the present, without any material modifications, through three great Revolutions: That which changed the Batavian Republic into a Kingdom, first independent, afterwards incorporated with France; that which overthrew King Louis, restored the House of Orange, and formed Holland and Belgium into one Kingdom; and that which finally separated the two Countries, and reduced the Kingdom of the Netherlands within its ancient limits.

Stability of the Educational System of Holland.

"During thirty years no attack has succeeded against the Law of 1806, and it could only be reached by a Law; and when, in 1829, to please the Belgian liberals, the Government proposed a new General School Law, making serious modifications in that of 1806, the Chambers resisted it, and the Government withdrew its project. The Code of Primary Instruction of 1806 has then remained intact, and has experienced neither modification nor addition, nor any new interpretation whatever; it has controlled, and still controls, the whole Primary Instruction of Holland; all the provincial Regulations conform to it, and the particular Regulations of each School are founded upon this Law and the provincial Regulations. The Law with these provincial Regulations and the rules of each individual School are so little changed that I found in Holland, in 1836, the very same Regulations which M. Cuvier had seen in 1811, with the developments and solidity which time alone can give to Schools, as to all other institutions."

This System remained unchanged until 1857, when the Government introduced into the States General a measure to amend and modify certain of its provisions, and the great question of Denominational and Non-denominational Schools underwent one of the most elaborate and profound discussions which have ever taken place on the subject in any Legislature. The Non-denominational character of the School System was maintained; but it was modified in some of its practical details.

Epitome of the School System of Holland.

I will now give an epitome of the Dutch School System as it existed from 1806 to 1857, and then notice the changes which were made in that year.

The Law of 1806, which was simple and short, adopted the then existing Schools, whether established by the "Society for the Public Good," or by Municipal, or other, public Bodies. But it was chiefly characterized by two provisions which are of the greatest importance in any School Law, and which were the foundations of its great success. It established a thorough system for the Examination of Teachers, so that none but competent Teachers could be employed in the Schools. It provides a thorough system of inspection for the Schools. This, indeed, was the great object of the Law, and the chief aim of its Author; for thirty years after its enactment, and three years after the infirmities of age had compelled him to retire from its administration, the memorable Van den Ende said to the French Commissioner, M. Cousin, who visited him at Haarlem in 1836: "Prenez garde au choix de vos inspecteurs; ce sont des hommes qu'il faut chercher une lanterne à la main" ("Take care how you choose your Inspectors; they are men whom you ought to look for lantern in hand").

Each Province of Holland, which is as large as three, or four, Counties in Upper Canada, is divided into School Districts; and over each District is appointed a School Inspector. The Inspectors of the several School Districts of a Province constitute the Commission for Primary Instruction in the Province. What Baron Cuvier said in his "Report to the French Government on the establishment of Public Instruction in Holland," in 1811, is still true:—"The Government is authorized to grant to each Province a certain sum to meet the compensation and the expenses of travel and meeting of the Inspectors. The mode of choosing them is excellent; they are taken from Clergymen, or Laymen, of education, who have signalized themselves by their interest in the education of children, and skill in the local management of Schools; from Teachers who have distinguished themselves in their vocation; and, in the large Towns, from Professors of the Universities and higher grades of Schools." The English School Commissioner, Arnold, who visited and reported upon the School System of Holland, in 1860, remarks:—"This provincial School Commission [of Inspectors] met three times a year, and received a report on his district from each Inspector who was a Member of it. It examined Teachers for Certificates. It was in communication with the provincial government. Once a year it sent as its Deputy one of its Members to the Hague, to form, with the Deputies of other Provinces, a Commission to discuss and regulate School matters under the immediate direction of the Minister of the Home Department and his Inspector-General. In his own district, by this Law, each Inspector is supreme; local Municipal School Committees can only be named with his concurrence, and he is the leading Member of them all; no Teacher, public or private, can be appointed without his authorization; and he inspects every School in his District twice a year. These powerful functionaries are named by the State, on the presentation for the Inspectorships of each Province of the assembled Commission of Inspectors for that Province. They receive allowances for their expenses while engaged in the business of Inspection, but no salaries.

The Provincial and Communal administrations were charged to provide proper means of instruction in their localities, to insure to the Teacher a comfortable subsistence, and obtain a regular attendance of children in the Schools.

The provincial government fixed the Teacher's salary at a rate which made the position of the Dutch Schoolmaster superior to that of his class in every other Country. Free Schools for the poor were provided in all the large Towns and in the Villages, which taught the poor gratuitously, but imposed a small admission Fee on those who could afford to pay it. Ministers of Religion and lay Authorities combined their efforts to draw children into the School. The Boards which distributed public relief imposed on its recipients the condition that they should send their children to School. The result was a popular education, which, for extent and solidity combined, has probably never been equalled. Even in 1811, in the reduced Holland of the French Empire, M. Cuvier found 4,451 Primary Schools, with nearly 200,000 scholars, one in ten of the population being at School. In the Province of Groningen the Prefect reported, as in

1840 the Administration reported, that in the town of Haarlem there was not a child ten years of age and of sound mind that could not read and write. The position of Schoolmasters was most advantageous. Municipalities and Parents were alike favourable to them, and held them and their profession in an honour which then, probably, fell to their lot nowhere else. Hardly a Village Schoolmaster was to be found with a Salary of less than £40 a year; in the Towns many had from £120 to £160, and even more than that sum; all had, besides, a House and Garden. The fruits of this comfort and consideration were to be seen, as they are remarkably to be seen even at the present day, in the good manners, the good address, the self-respect without presumption, of the Dutch Teachers. . . .

Religious and Moral Education in Holland.

In respect to religious and moral education in the Schools, I may remark with Mr. Kay, in his "Educational Tour on the Continent": "The Law proclaims, as the great end of all instruction, the 'exercise of the social and Christian virtues.' In this respect it agrees with the Law of Prussia and France; but it differs from those Countries in the way by which it attempts to attain this end. In Holland the Teachers are required to give religious instruction to all the children, and to avoid most carefully touching on any of the grounds of controversy between different sects."

Mr. Nicholls, in his Report to the Poor Law Commissioners of England on the Condition of the Labouring Poor in Holland and Belgium, says:—"The Schools contain without distinction the children of every sect of Christians. The Religious and moral instruction afforded to the children is taken from the pages of Holy Writ, and the whole course of education is mingled with a frequent reference to the great general evidences of revelation. Biblical history is taught, not as a dry narration of facts, but as a storehouse of truth calculated to influence the affections, to correct and elevate the manners, and to inspire sentiments of devotion and virtue. The great principles and truths of Christianity, in which all are agreed, are likewise carefully inculcated; but those points which are the subjects of difference and religious controversy form no part of the instruction for the Schools. . . ."

This remarkable system was established when Holland was a pure Republic, has survived successive revolutions, is the original of the best features of the School Systems in the United States, and still exists in its integrity under the present monarchical government of Holland. . . .

Teachers' Certificate of Qualification.

As the Examining Board in each Province was composed entirely of School Inspectors who had been selected for their office on account of their practical knowledge as well as zeal in respect to Schools, the Examinations were thus rendered efficient and stimulating, well adapted to produce a class of Teachers for primary instruction unequalled in any other part of the world.

Regulations for School Inspectors, and for Boards of Instruction.

But if the Regulations were admirable in regard to the Examination of Teachers, the Regulations in respect to the Inspection of Schools were no less practical and effective. This is, indeed, the corner-stone, the life, the soul of the Dutch School System, as it must be of any efficient System of Public Instruction.

The following extracts from the Instructions are suggestive, and will show the manner in which the duties of inspection have been provided for in Holland, making each Inspector a sort of Normal School instructor of every Teacher under his charge needing his counsels:—

"*Article 1.*—The Inspectors of Schools shall take the greatest care possible that the instruction of youth be put upon a uniform footing, improved and rendered of

the most general and direct utility; that the Teachers are really capable of giving such instruction; that their zeal be encouraged, their merits rewarded. Finally, that the amelioration of primary instruction in general be presented to the public as interesting and advantageous. The whole to be done in conformity with the following articles.

"*Article 2.*—Each Inspector shall acquaint himself with the number and situation of the Primary Schools, as also with the state of Primary Instruction throughout the whole extent of his District. He shall endeavour to see that besides the necessary number of ordinary Schools there shall also be a sufficient number of Schools for children of tender age, organized in the best manner possible, and also Schools of Industry, or Labour.

"*Article 3.*—He shall apply himself to become acquainted with the persons and talents of the several Teachers in his District, and shall make notes of them. He shall be always accessible to those who may think they need his counsels and explanations in regard to their functions.

"*Article 4.*—He shall make it his special business to excite and maintain the zeal of the Masters; and for that purpose he shall, at appointed times, assemble a certain number of them. He shall then confer with them on the important end and attributes of the functions confided to them, and upon the best manner of discharging them faithfully and usefully in behalf of youth."

Inspector's Visits.—The Inspector is bound to visit twice a year all the Schools of his District which are subject to his supervision. . . .

In visiting the Schools which are under his direct supervision, he shall request the Master to teach in his presence the Pupils of the different Classes, and who are in different stages of progress, in order that he may judge of the manner in which instruction is regulated and given. He shall also note whether the Regulations concerning primary instruction, as also the interior order of the Schools, are duly observed and executed. At the conclusion of his visit the Inspector shall have a private conversation with the Master, or Mistress, of the School upon all that he has remarked during his visit. Each School Inspector shall keep notes of the remarks and observations which he shall have made in the course of his visits for use in the manner hereinafter provided.

They shall specially take to heart the improvement of the School Rooms; the instruction of the children of the poor, particularly in Villages and Hamlets.

At each ordinary meeting of the Commission, each Member shall present a written Report of the Schools he has visited since the last meeting, the date of visiting them, and the observations he made in regard to the state of the Schools under different aspects. . . .

Reports to Government.—After each ordinary Meeting the Departmental Commissioners shall forward to the Secretary of the Interior:—

(1) An authentic summary of the proceedings and acts of the Meeting.

(2) The original written Reports presented by each Member.

(3) The name and state of persons who have been examined during the sittings of both the ordinary and extraordinary Meetings, stating the results of the examinations, and the rank, or class, of Certificate which the persons examined have obtained.

. . .

Superior Excellence of the Dutch School Regulations.

Such were the Governmental instructions prepared and published in 1806 for the inauguration and execution of the famous Primary School Law of that year,—instructions founded on a profound study of popular School economy, and adapted to interest and include all classes in its administration, to secure well qualified Teachers and good Schools, carefully superintended, while the Government would be thoroughly informed of all its operations, and be enabled by the suggestions of experience and observation from all quarters, to remedy the defects and improve the efficiency of the System from year to year. Thus Primary Education has become more extensively and thoroughly diffused in Holland than in any other Country.

The general rules for Primary Schools, prepared and published in 1806, are also remarkable, not only from the period of their adoption, but for their practical character. I will extract the following:—

(1) The Primary Schools shall be open without interruption throughout the year, except during times fixed for Holidays.

(2) During the whole time devoted to the lessons the Teacher shall be present from the beginning to the end; he shall not occupy himself with anything except that which relates to the teaching.

(3) The Teacher shall see that the Pupils do not needlessly go out of School, especially that they be quiet and attentive in the School, and out of School that they show themselves peaceable, polite and modest.

(4) When the number of the Pupils exceeds seventy, measures shall be taken to employ a second Master, or Under-master.

(5) The Pupils shall be received, as far as possible, only at fixed periods in the course of the year.

(6) The Pupils shall be distributed, or classified into three divisions; each division shall have its own separate place, and shall receive at each sitting the instruction suitable to it.

(7) The Teacher shall see that Pupils are at all times clean in their dress, well washed and combed; and he shall at the same time take the greatest care of everything which may contribute to their health.

(8) The Schoolrooms shall always be kept in order; and for that purpose they shall be aired during the intervals of the classes, and scrubbed twice a week.

(9) There shall be an Examination of each School at least once a year. On that occasion the Pupils of the lower Classes shall be promoted to the higher Classes, and, as far as possible, rewards shall be bestowed upon those who have distinguished themselves by their application and good conduct.

(10) When a Pupil who has distinguished himself by his progress and conduct leaves the School, at the end of the Course of Study, he shall receive a Certificate of Honour.

Co-operation of Religious Denominations with the System.

But that which has pre-eminently characterized the Dutch system of Primary Instruction, is the independence of the Primary Schools of any Religious Persuasion, and yet the co-operation of all Religious Persuasions in the work of Primary Instruction. It has stood the test of more than half a century, and held its ground in the presence of differing and opposing systems on this point in France, Germany, and even England; and the Christian intelligence, morals and virtues of the Dutch people in comparison with those of any other people in Europe, are the best vindication of their Primary School System, and of the adoption of this feature of it in Upper Canada. . . . The Teachers only teach the doctrines common to all Religious Persuasions, and Christian morals and virtues as taught by Scripture biography and precept; but the doctrinal part of Religious Instruction is left to the several Religious Denominations. On the passing of the School Law for the organization of the School System, in 1806, the Government addressed a Circular to the Protestant Synods and the Roman Catholic Prelates on the subject, and received answers from them. These papers are of practical, as well as of historical, interest to us in Upper Canada. I give a translation of some of them, as follows:—

Circular of the Secretary of State for the Interior, to all Synods of the Reformed Holland and Walloon Churches, Consistories of the Lutheran, Remonstrant, Mennonite Communions, and Prelates of the Roman Catholic Communion:—

"The high importance which the Government earnestly attaches to Primary Instruction in this Republic cannot have escaped your attention. No one of its powers

and duties is more attractive. May the improved scholastic institutions, under the Divine benediction, bear the fruits which they appear to promise! They are opposed to the progress of immorality in our Country; and the pure principles of Christian and social virtues will by this means be implanted and cultivated in the hearts of future generations. At least it cannot be doubted that this is the dearest wish of the Government, and the first object which it proposes in the improvement of the Primary Schools. The object of the Schools is not then merely to impart useful knowledge, but they are established as an energetic auxiliary for the improvement of morals.

"It is upon the same principle that the Government hopes that you will support and make known its intentions in regard to Schools, and invites you, by the present Circular, to employ your powerful influence for that purpose. . . ."

Nothing could exceed the cordiality with which the several Protestant Synods and Consistories and the Roman Catholic Prelates responded to the sentiments and objects of this circular. They expressed their wish and determination to co-operate with the Government as desired by its circular. The reply of the Synod of the Reformed Communion of Holland was:—

"1. That the Synod has remarked with sincere joy this mark of the confidence of the Government in the zeal and good dispositions of the Ministers of the Reformed Religion. Honoured by this confidence it gives Your Excellency the assurance that the Ministers of its jurisdiction have ceaselessly endeavoured to render themselves worthy of it, both by giving Religious Instruction and by other indefatigable labours, (in some very difficult circumstances), in which they will continue with the same zeal,—flattering themselves that the intentions of the Government so clearly shown, and of which the Synod has never doubted, will entirely remove the prejudice against the new Scholastic Institutions as having a tendency to suppress the teaching of religious doctrine, and to replace it by maxims and exhortations purely moral. The Synod will, therefore, earnestly exhort the Ministers within its jurisdiction to continue as they have done, to recommend both in their public sermons and in their pastoral visits, and, on all occasions, diligent attendance at the Schools."

The Synods of the several Reform Communions returned substantially the same reply, which the Minister of the Interior gratefully acknowledged.

The following are the admirable answers of the Roman Catholic Archbishops to the Circular of the Minister of the Interior:—

"In answer to your Letter I have the honour to inform Your Excellency as follows:—

"Seeing that good School Institutions cannot but produce the most desirable results in training youth not only to social but also to religious virtues, it is indubitable that all the Ministers of the different Religious Communions in general, but those of the Roman Catholic Communion in particular, should attach the highest interest to the measures which the Government has taken, or will take, in that respect; and that they should make it a duty to co-operate with it on their part to the utmost of their power.

"The Catholic Pastors will willingly take upon themselves the instruction of their youth in the dogmas of their Religion, and will give lessons of the Catechism in the Churches and on the days and at the hours which shall be judged the most appropriate in the circumstances of their respective Parishes;—a subject on which I will enter into communication with the Curés that are subordinate to me. . . .

"Seeing that in all Christian Communions Sunday is consecrated to instruction and the exercise of Religion, and that certainly Ministers have need of this day to instruct the youth, especially those of the lower classes of the people; it is to be desired that, on its part, the Government would adopt some efficacious measures to facilitate the functions of Ministers in that regard. . . .

"MAUSEN, 13th June, 1806. J. VAN ENGELEN, *Archbishop*."

"The Letter of Your Excellency has duly reached me.

"I confess that I have read the contents of it with delight; and I flatter myself that I and the several Curés of this Province will respond with all our power to the salutary views of the Batavian Government, and that we will show that we are not unworthy of its confidence.

"In order that concord, friendship and charity may reign among the various Communions, it is necessary, in my opinion, that the Teachers should abstain from teaching the dogmas of those various Communions. I except only the case in which the Teacher who, besides having acknowledged probity and capacity, has only Pupils of a single Communion. . . .

"To attain the salutary end which the Government proposes, and for which it claims our earnest co-operation, it is with children that it is proper to commence; and although in our Church the teaching of the dogma is not imposed, yet on account of the exhortations of the Government which attaches so high importance to the well-being of youth, we will with still greater ardour labour to fulfil our duties. We will endeavour thus to give a mark to our submission, of our esteem and respect; and, at the same time, we will pray God to deign to bless the efforts which the Government is making for the general happiness.

"Sneek, 13th June, 1806 . H. De Haas, *Archbishop of Friesland.*"

The Religious Denominations and the Dutch System.

By the new Constitution of 1848, all Religious Denominations were placed on a footing of perfect equality. Protestantism lost its legal ascendancy, and the Roman Catholics began immediately, in the assertion of their equal rights, to claim the literal observance of the spirit of the Law of 1806. They did not ask for Separate Schools, but they demanded the exclusion of all religious instruction from the Public Schools.

When the Government introduced a measure to make the modifications necessitated by the constitution of 1848, the Chambers had to sanction afresh, or condemn, the Non-denominational, or neutral, principle of the School Law of 1806; and in no Parliamentary Assembly was the question ever more temperately, earnestly and profoundly discussed.

Thus the neutral, or Non-denominational, character of the Public School System was maintained. But although the Law of 1857 is substantially the same as that of 1806 in regard to Religious Teaching in the Schools, yet, as the question had been raised, and the letter of the Law excluding all distinctive Religious, (or Denominational), teaching was strictly enforced, the "Orthodox Protestants" (so called) are greatly dissatisfied, and there is an increased demand for Private Schools, especially in the Towns, where the desired Religious Instruction is given.

Changes Made in the Dutch System in 1857.

In the meantime the following are the principal changes made by the Law of 1857, as stated by Mr. Arnold:—

The Certificates of morality and capacity are still demanded of every Teacher, public or private; but the special authorization of the Municipality, formerly necessary for every Private Teacher before he could open School, is demanded no longer. The Programme of Primary Instruction, and that of the Certificate-examination of Teachers, remain much the same as they were under the Law of 1806. Primary Instruction has a much more extensive Programme than the corresponding Programme of France, or Belgium. The Certificate Examination is proportionately fuller also.

The new Law expressly prescribes that Primary Schools, in each Commune, shall be at the Commune's charge. The Law of 1806 had contained no positive prescription on this point. School Fees are to be exacted of those who can afford to pay them, but not of "children whose families are receiving public relief, or, although not receiving public relief, are unable to pay for their schooling." The exact amount of charge to

be supported by a Commune before it can receive aid is not fixed by the Dutch Law; neither is a machinery established for compelling the Commune and the Province to raise the School Funds required of them. In both these respects the French Law is superior. . . .

The law fixes the legal staff of Teachers to be allowed to Public Schools. When the number of Scholars exceeds 70, the Master is to have the aid of a Pupil Teacher; when it exceeds 100, of an Under-master; when it exceeds 150, of an Under-master and Pupil Teacher; for every 50 Scholars above the last number he is allowed another Pupil Teacher; for every 100 Scholars another Under-master.

The new legislation organized inspection somewhat differently from the Law of 1806. It retained the local School Commissions and the District Inspectors; but at the head of the inspection of each District it placed a salaried Provincial Inspector. It directed that these provincial Inspectors should be assembled once a year, under the presidency of the Minister for the Home Department, to deliberate on the general interests of Primary Instruction. The Minister for the Home Department, assisted by a Referendary, is the supreme Authority for the government of education. . . .

The 16th article of the Law declares that children are to be admitted into the Communal School without distinction of creed. For the much-debated 23rd article the wording finally adopted was as follows:—

"Primary instruction, while it imparts the information necessary, is to tend to develop the reason of the young, and to train them to the exercise of all Christian and social virtues.

"The Teacher shall abstain from teaching, doing, or permitting anything contrary to the respect due to the convictions of Dissenters.

"Religious Instruction is left to the different Religious Communions. The School-room may be put at their disposal for that purpose, for the benefit of children attending the School out of School hours."

IV. PUBLIC INSTRUCTION IN SWITZERLAND.

This Alpine Country, one-fifth less in extent than Nova Scotia, consisting of 22 Cantons and 25 Republics, is formed into one Confederacy, having no seaport, yet carrying on maritime trade not only with France, Germany and Italy, but also with England and America, is a curiosity in history, a study for the Statesman and Educationist. . . . All its civil affairs are administered with remarkable economy, while its Schools and Colleges are far more numerous than those of any other Country in proportion to the population.

Formerly its Cantonal Governments were mere oligarchies. . . . Since 1830 the true principles of civil freedom have become practically predominant. The System of Popular Education in Switzerland, like that of France, dates from 1833. . . .

Education in the Swiss Cantons.

Each Canton of Switzerland has its own System of Public Instruction, and is divided into Communes, as our Townships are divided into School Sections.

Geneva, though one of the smallest of the Swiss Cantons, with a population of only 66,000, is one of the most important by its manufactures and territorial riches, and the most celebrated by the political and religious events of which it has been the theatre. The City of Geneva has its University, founded by Calvin in 1559, a Classical College, a School of Arts and Manufactures, a Public Library, an Observatory, an Industrial School, an Industrial College, three Secondary Schools, a School for Deaf Mutes, and several learned Societies, besides Primary Schools. After the Revolution of 1846, the Schools of the City and Canton were declared free. . . .

Vaud, including its capital, Lausanne, (where Gibbon wrote his "Decline and Fall of the Roman Empire"), has 1 University Academy; 1 Cantonal School (superior);

2 Normal Schools and 1 Model School; 1 School for Deaf Mutes; 1 School of Gymnastics; 1 Institute for Orphans; a School for every 44 children and to every 273 inhabitants.

Neufchâtel has 1 Theological University; 1 Superior Gymnasium, or College; 1 Superior School for Girls; 3 Industrial Colleges; 286 Elementary Schools,—one School to every 315 inhabitants.

M. Baudouin, the French School Commissioner to Switzerland in 1865, remarks:—"Throughout the whole Canton of Neufchâtel Education is compulsory from six to sixteen years of age, and the Law for the attendance at the School is strictly observed." Mr. Arnold, the English School Commissioner to Switzerland in 1860, observes:—"The industrious and thriving Canton of Neufchâtel, which has redoubled its activity since its separation from Prussia, has lately bestowed zealous care upon its Primary Instruction, and is at present, of all the French Cantons, that in which it most flourishes."

The French School Commissioner remarks:—"The smallest Villages in the Canton of Zurich have a School House, with a Residence and Garden for the Teacher. The greater part of the School Houses are pretty, spacious, well lighted and pleasantly situated."

In this Canton there are 320 Schools of Labour, including 8,590 Pupils, superintended by 334 Mistresses, whose Salaries vary from 500 to 1,200 francs, ($100 to $240).

There are also 57 Secondary, or Classical, and High Schools, with 67 Professors, of whom 57 are resident,—2,200 Pupils,—1,594 Boys and 606 Girls.

Public instruction in this Canton is placed under the authority of a Director General, who is expert in all matters relating to Schools and Education.

Berne is the largest Canton in the Swiss Confederacy; and, since 1848, it has become the capital of Switzerland, and the residence of the Ministers who represent the Foreign Powers to the Federal Government. The Canton of Berne possesses 1 University; 2 Cantonal Schools; 1 Real School; 2 Institutes for Deaf Mutes; 3 Normal Schools for male Teachers and 3 Normal Schools for female Teachers; 5 Progymnasiums; 29 Secondary or High Schools; 144 Private Institutions; besides Primary Schools.

General Remarks on Education in Switzerland.

Cantons.—The investigation of the Educational Systems and Institutions of Switzerland is very instructive. It is divided into twenty-five independent Cantons, each of which manages its own System of Public Instruction.

Progress.—The development of Primary Education in Switzerland dates from 1833, immediately after the overthrow of the old aristocratic oligarchies, when the Cantonal Government became thoroughly popular, and the Education of the people was commenced on a liberal scale.

Subjects.—Education in the Primary School embraces:—Religious instruction; the ordinary branches of instruction; Elements of Natural Philosophy, with its practical applications; Instruction in the rights and duties of a citizen. In the Cantonal and Industrial Schools the elements of Chemistry are taught, together with its application to different kinds of Manufacture.

The Inspection of Schools is, as a general rule, very carefully provided for. There are Cantonal and local Inspectors who visit the Schools, minutely examine them, and exercise large powers in the appointment and removal of Teachers, and the organization and discipline of the Schools.

Certificates.—Teachers must be certificated, and they are examined by a Central Board of Public Instruction, which, (after a severe examination), gives each successful Candidate a Diploma, stating the subjects he is qualified to teach; but, before a Teacher is appointed to a School, he undergoes a second (competitive) examination before a local Commission.

Salaries.—The minimum of a Teacher's Salary is fixed by Law in most of the Cantons,—varying in each Canton, with an increase of 50 francs, $10 a year after ten years' service. The minimum of a Mistress' Salary in Town is 900 francs ($180); in

the country, 700 francs, ($140). But there is also what is called a casual of six cents a month for every Pupil up to 50, and four cents a month for every Pupil above that number, paid by Government. . . . It is worthy of remark that just in proportion to the liberality of the Teacher's Salary, and the thoroughness of Inspection, is the efficiency of the Schools to be seen in the different Cantons.

Report of M. Baudouin on Compulsory Education.

M. Baudouin, the French School Commissioner, was sent by his Government to Switzerland in 1865. Referring first to the Schools in the Canton of Zurich, and then to those of other Cantons, M. Baudouin remarks as follows:—

"The Primary School is obligatory upon every one, and every Swiss from sixteen years is subject and bound to the School, as every Swiss is by birth a Soldier.

"If the Parents desire to place their children in any private Institution, or to educate their children under their own eyes, the Law does not forbid them; but they must previously state their reasons to the President of the School Commission, which ordinarily grants the authorization requested. Notwithstanding, the Commission reserves to itself the right of causing such children to be examined when it thinks proper, in order to be satisfied that they receive an instruction equivalent to that which is given in the Public Schools.

"As long as the children are subject to School obligations, their family must pay the School rate, or fees, as if they attended the Classes of the Communal School.

"The penalty, which in Germany varies a little in different States, is in Switzerland invariably severe. The Parent, or Guardians, who violate the Law by permitting their children to absent themselves from the School without permission, or without admissible excuse, are first warned; then, after a second absence of the child, are punished by a fine of from eight to ten florins; and, in case of repetition, are condemned to prison by the ordinary tribunals."

Gymnastic Exercises in Switzerland.

M. Baudouin, the French School Commissioner to Switzerland in 1865, says:—

"The Government attaches the greatest importance to instruction in Gymnastics. Thus, in order to have good Masters, it selects well-made, intelligent young men, who show fondness and talent for physical exercises, and sends them to study, at its own expense, some years in the great Establishment at Dresden. They bring back excellent methods, which they improve, and modify a little, in order to adapt them to the spirit of their own Institutions; since the Gymnastic exercises are to prepare for military exercises the Pupils of the Cadet Corps. The plan which the Professor of Gymnastics proposes to follow must always be subject to a Commission of Superintendence. A Member of the Military Commission must be present at the exercises."

Military Exercises in Switzerland.

Almost all the Establishments of Superior Education in Switzerland are militarily organized in infantry companies. From the age of eleven years all Boys have their hours of military exercise, and wear a uniform, as if they already made part of the Army. The largest Schools, besides their Companies of Infantry, have their Batteries of Artillery, armed with two, three or four pieces of Cannon. The Artillerymen are taken from the Pupils of the higher classes, who have already performed at least one year's service in the Infantry Companies. On the recommendation of the Instructor-General, and in accord with the Director of the Secondary School, the Inspector-General designates, from among the Pupils of the Lower School, those who are to exercise themselves on the drum, and names the largest of those selected as Drum-Major. This little army of scholars is called a Cadet Corps.

The State, or Communes, according to their resources, furnish the Arms, the Scholar pays for his uniform and keeps in order his equipment. Old, skilful and experienced

Soldiers devote their leisure of retirement to the instruction of Cadets; and from time to time there takes place in the Cantons field exercises, the expenses of which are paid out of the School Funds.

V. PUBLIC INSTRUCTION IN BELGIUM.

Belgium, which was connected with Holland from 1815 to 1830, has copied more from France than from Holland in the organization of its System of Public Instruction.

Synoptical View of Education in Belgium.

The following synoptical view of the Belgian System of Public Instruction is translated and abridged from the report of the French School Commissioner to Belgium, in 1865, M. Baudouin:—

Belgium is divided into Provinces, Arrondissements and Communes.

The Administration of the Governor of a Province is superintended and controlled by Deputies, whom the Communes elect, and who meet under the name of States.

A Committee formed of a certain number of these Deputies remain assembled in the intervals of the Session of the States, under the name of Permanent Deputation.

The Permanent Deputations evince much zeal and devotion in the exercise of their important functions. From the commencement of putting into execution the Law of 1842 on Primary Schools, they heartily devoted themselves to the interests of popular instruction; and, animated by the most lively solicitude for everything which related to the question of elevated moral order, they did not cease to labour for the improvement and development of instruction in all the Communes of Belgium.

The Law of 1842 established, or recognized, three kinds of Schools, which are:—

1. Communal Schools, (our Common Schools), founded, supported and administered by the Communes themselves.

2. Private adopted Schools, which are substitutes for Communal Schools, and undertake for an indemnity, or certain remuneration, the instruction of poor children.

3. Private Free Schools, which admit gratuitously all poor children, and relieve the Commune from all obligation to provide for their Primary Instruction. These are mostly Schools of Religious Orders.

In Belgium there are over 3,000 Communal Schools, of which a third are for Boys, a number for Girls, and 2,000 for both sexes. All these Schools are subject to a double Inspection—Inspection civil and ecclesiastical.

Mixed Schools for Boys and Girls.

The System of Mixed Schools presents great inconveniences when the Classes are numerous, because then the oversight of the Teacher becomes very difficult. In Northern Germany I have seen only a few Mixed Schools, because the German Pedagogues are convinced that young Girls receive, under the care of capable female Teachers, an instruction more appropriate to their nature and to the wants of their future position.

Financial Provision for the Support of Schools.

Under the Government of the Netherlands, the expenses of building, repairing and furnishing School Houses constituted a charge essentially Communal. To those which were not able to defray the expenses of building, or repairing, their School Houses, the Government advanced five per cent., repayable at least at the end of ten years.

Educational Contests in Belgium.

In Belgium there are two opposite, irreconcilable parties, (both Roman Catholic), and of almost equal strength, dividing between them the direction of the public mind and the control of the Communes. This enmity neutralizes the respective efforts which

each party makes for the improvement of Primary Instruction. Each party throws upon the other the blame of their common dissensions and makes it alone responsible for the state of education.

Happy the Country, like Germany, whose national religion imbibes a spirit which renders the instruction of the people necessary, in which each man, obliged to read often, to study, to know, to meditate upon the Scriptures, is, by the same means, obliged to learn to read. And, besides, the Clergy labour with all their strength for the development of the instruction of the people, since none are so interested as they in the progress of a knowledge which is necessary to each one in the performance of his religious duties.

VI. EDUCATION IN THE GERMAN STATES.

[NOTE.—It would extend my Report beyond due limits were I to describe at length the Systems of Instruction in all the German States, much more the Systems of all the Countries of Europe. The Systems of Instruction in all the German States are very much adopted from Prussia, with slight and circumstantial differences. Even in Switzerland, the Prussian Programme of Studies in the Primary Schools is mostly adopted; and the general Regulations of the Prussian System are largely engrafted on the democratic institutions of the Swiss Cantons. . . .

EDUCATIONAL STATE OF THE GRAND DUCHY OF BADEN.

The Grand Duchy possesses two celebrated Universities,—that of Fribourg, with a Faculty of Catholic Theology; that of Heidelberg, with a Faculty of Lutheran Theology; 1 Roman Catholic Archiepiscopal Seminary; 1 Polytechnic School; 1 School of the Fine Arts; 1 School of Deaf Mutes; 1 Institute of the Young Blind; 1 Military School; 1 Staff School; 3 Primary Normal Schools; 3 Superior Normal Schools; 2 Schools of Agriculture and Rural Economy; 5 Gymnasiums; 7 Lyceums, (each with a class in Philosophy); 5 Superior Schools for Girls; 28 Superior Citizen Schools; 34 Schools of Arts and Trades; 2,157 Primary Schools, (one-half that of Ontario), of which 1,389 are Catholic, 740 Protestant, and 28 Jewish.

Among these Establishments perhaps the most remarkable is the Polytechnic School at Carlsruhe, which contains five different Schools:—School of Engineers, Architects, Forests, Arts, Trades and Commerce.

RE-ORGANIZATION OF THE SYSTEM OF PUBLIC EDUCATION IN BADEN.

Of all the German States none was more profoundly agitated by the political events of 1848 than the Grand Duchy of Baden. Its system of administration of Government became greatly modified, and its System of Public Instruction has since been completely revolutionized. There being great dissatisfaction with the little or no progress of Primary Schools, in comparison with that of the Secondary Schools, a High Commission, presided over by the celebrated Doctor Kneiss, was appointed, in 1862, to enquire into the cause of it, and to suggest the proper remedy. After a year of study and conscientious research, the President prepared a Memoir, or Report, which was unanimously adopted by the Commission, and presented to the Minister of the Interior, in 1863. This interesting Document is divided into three parts. The first contains a summary exposé of the organization of the System of Public Instruction as it then existed; the second part points out the "hereditary" defects of that system; the third part contains the recommendations of the Commission, in the form of a Bill, or Project of Law, which was passed by the Second Chamber, after three weeks' deliberation, with only two dissentients. In the First, or Upper, Chamber it was passed with two dissenting voices, and was proclaimed on the 29th of July, 1864.

This is the latest and perhaps the most perfect specimen of what we call constitutional legislation in Germany on the subject of Primary Instruction.

Law Providing for the Organization of Primary Instruction in Baden.

1. The Primary Schools are divided into Simple Schools and Superior Schools; the first are those which have only one Teacher, and in which instruction is reduced to matters required by the present Law; the second are those which have several Teachers, under whom simple instruction is completed and from whom children receive the maximum of lessons, that is to say, 35 lessons per week.

2. The subjects of instruction in a simple School are, Religion, German, Arithmetic, Geometry, Natural History, History and Geography, Natural Philosophy, Writing, Singing, Drawing, Gymnastics for Boys, and work with the Needle for Girls. The Teacher will select for his lessons of Natural History and Natural Philosophy the principles, (or subjects), by which he may be furnished with useful applications to Agriculture and Rural Economy.

3. The subjects of instruction in the superior (Primary) Schools are the same as those in simple, (or Elementary), Schools, but more extensive and fuller. Thus the Teacher may explain to the Pupils of the highest Classes the most remarkable popular poems, and give at the end of his Course of Instruction in History a view of the Constitutional, (or free), Institutions of the Grand Duchy of Baden, and teach the elements of the French language.

4. Two hours each week shall be consecrated to Religious Instruction. The Pastor (Curé) may superintend it.

5. Boys are subject to School obligation, (attendance at School), from six to fourteen years, and Girls from six to thirteen years complete.

6. The ordinary School on Sunday is abolished. The course of evening instruction for Apprentices is optional.

7. The Pupils of the Primary Schools are divided into two, or several, Classes, according to the number of children.

Each Teacher shall give 32 lessons per week.

The Classes shall form at least four, and at most eight, divisions.

When the number of children shall not exceed 60, the School shall have only one Teacher. When it shall exceed 60, it shall contain three Classes.

8. The schemes of Studies shall be prepared by the Teachers, approved by the local Committee, and authorized by the Superior Council.

9. The duty of the Teacher consists in not only giving his lessons and maintaining order in his Class, but in teaching the children to do good for the sake of the good itself, and in showing them by his own example how a good citizen ought to conduct himself towards his neighbour.

10. If, in a locality in which there are two different Confessions, one of the two only has a Confessional School, and the other has none, although it contains more than forty children subject to School obligation, this last may force the commune to establish a Confessional, or a mixed, School.

11. Mixed Schools which have been five years in existence may be dissolved and form distinct Schools for the sexes.

12. The distinct Schools share equally in the proportional allowances made by the Communes.

13. The local inspection with which the Priest, (or Minister), was charged, shall be replaced by a local Committee of superintendence.

14. In the Communes which have separate Confessional (Denominational) Schools, each School must have its own Committee. Nevertheless the Commune may, at its pleasure, have a single Committee of superintendence for the different Schools.

15. The President of the Committee is elected by ballot by the *ex-officio* and elected Members. The choice must be confirmed by the inspectorship of the circle.

The Committee chooses, besides, one, or several, Inspectors, who, every three months, renders an account of the state of the School.

16. The Teacher cannot be elected either President or Inspector.

17. The régime of the Boarding House shall no longer be obligatory on the Normal Schools. No one shall be admitted to the instruction of the School unless he gives proof that he is sixteen years of age and possesses the knowledge required by Law.

18. The complete instruction in the Normal School shall embrace three years, which will be followed by an optional course of reviews during six months.

19. The instruction given in the Normal School is required to be based upon that of the Primary Superior School, and must be extended to German Literature, Rural Economy, the French language, History, to be completed by some lessons on the fundamental institutions of the Grand Duchy of Baden.

20. The Pupils of Normal Schools must submit to a strict examination before being appointed Candidate Teachers.

21. After having exercised the functions of School Master during three years, two of which must be passed in a School in the Grand Duchy, the Candidates must submit to a new examination in order to obtain the title of principal Teacher. This second examination will be rather practical than theoretical.

22. Only the Candidates who shall have obtained the note, "very capable," shall be received as principal Teachers of a Superior School. Teachers of simple (lower primary) Schools shall also be admitted to prove that they have the knowledge necessary to teach in a superior Primary School.

23. Special establishments are maintained, which offer to principal and supplementary Teachers the means of improving themselves in the Sciences; the Teachers must then seek to complete the Studies which they have commenced in the Normal School.

24. The situations of Teachers are ranged in three Classes in proportion to population—1,000 inhabitants; to those of more than 1,000 and less than 2,500; and to those of more than 2,500 inhabitants.

25. An increase of Salary shall be given to all those who reside in Towns whose population exceeds 6,000 inhabitants.

26. The Salary of Teachers shall be increased proportionately to their years of service, until it reaches the figure of 600 florins, (1,285 francs), ($257).

27. The Pensions granted to the Widows and Orphans of Teachers shall be increased.

28. The principal Teacher shall no longer be obliged to lodge and board his Assistant Teacher.

29. The Assistant Teacher is gratuitously lodged in the School House when the arrangement of the premises permits; if not, he receives an indemnity sufficient to enable him to provide his own lodgings.

30. The Assistant Master has a right to one-sixth of the School Fees.

31. The Jewish Schools and their Teachers are regulated by the present Law.

VII. KINGDOM OF WURTEMBURG, ITS EXTENT AND CONDITION.

Wurtemberg is a constitutional Monarchy, with two Legislative Chambers. The first is that of nobles. The second Chamber is composed of Deputies elected by all who hold property in the electoral district in which they vote.

In this small Kingdom, apart from State, or Public, Schools, there are 9 establishments for Religious Education; 6 Ordinary Seminaries, of which 4 are Protestant and 2 Catholic; 2 Superior Seminaries, 1 Protestant, the other Catholic; the famous University of Tubingen, with its library of 60,000 Volumes, its beautiful Botanical Garden, its Amphitheatre of Anatomy and rich Anatomical Collections, its 1,200 Students, and six Faculties, including the Faculty of Theology.

The State possesses 1 Polytechnic School; 1 School of Fine Arts; 1 School of Architecture; 1 School of Forests; 1 School of Commerce; 6 Lyceums, 3 without and 3 with a Course of Philosophy; 3 Normal Schools; 3 Schools of Agriculture; 7 Gymnasiums; 8 Real Schools of the first order, and 46 Real Schools of the second order; 6 Progymnas-

iums or Latin Schools; 2,337 Primary Schools, of which 1,455 are Protestant, 870 Catholic and 12 Jewish.

Instruction is uniformly spread among all classes of society, and the Teachers of Primary Schools are said to have a position better than those of any other part of Germany.

Primary Instruction was made obligatory by a Decree of 1810, confirmed by Regulation of 1824, and again by a Decree of 1864. All children are bound to attend School from six to fourteen years of age, inclusive. At this age they are required to submit to a final Examination on all subjects which have been taught them from their entrance into the School; and those of them who cannot pass a satisfactory Examination are required to continue their studies one, or two, years longer. After having left the Primary School, young persons are required to attend regularly the Sunday School until their eighteenth year, unless they pursue their studies in the Superior School, or in the Sunday Technical School.

The Primary Catholic, Protestant and Jewish Schools have the same Programmes and methods of study in secular subjects. The only perceptible difference is in Religious Instruction. The subjects taught in the Primary Schools are divided into essential and supplementary. The first includes Religion, Morality, Reading, Writing, Grammar, Singing. The second includes Sacred History, Geography, Natural History, Elements of Natural Philosophy, of Meteorology, of Agriculture, of Hygiene and Gymnastics.

VIII. KINGDOM OF BAVARIA, ITS EXTENT AND POPULATION.

Bavaria has a population of about three times as large as Ontario. All the Communions live on friendly terms, and enjoy equal rights. The Government never interferes in questions which relate to Religious Worship, but satisfies itself with exercising over all a kind and impartial protection.

Educational State of the Kingdom of Bavaria.

Bavaria possesses 1 Academy of Science, with three Classes; 1 Academy of Fine Arts; 3 Universities; 9 Lyceums; 3 Polytechnic Schools; 28 Gymnasiums and 88 Progymnasiums, called Latin Schools; 1 Central School of Agriculture; 27 Schools of Arts and Trades and Rural Economy; 1 School of Forests; 4 Schools of Agriculture; 1 School of Roads and Bridges; 1 Central School of Rural Economy; 1 School of Gardening; 1 School of Mechanic Arts; 3 Institutes for the Blind; 261 Schools of Drawing, which are attended by Boys and Girls, and which have 247 Masters and 19 Mistresses; 10 Schools for Deaf Mutes; 10 Normal Schools; 7,113 Primary Schools, (of which 4,810 are Catholic, 2,150 are Protestant, 153 Jewish), which contain 463,501 Boys and 482,774 Girls and employ 8,622 Masters and 315 Mistresses; 141 Boarding Schools, employing 872 Masters and Mistresses; 1,550 Industrial Schools, attended by Boys and Girls, with 368 Masters and 1,597 Mistresses.

Character of the Bavarian School Law.

Primary instruction being obligatory since 1856, all the children must punctually attend the German Schools,—the Week Day Schools from six to thirteen, and Sunday Schools from thirteen to sixteen years of age, inclusive. It is only by exception, and after having special permission, that Parents can educate their children at home, or place them in a private Institution; but in both cases, the civil authority maintains and exercises its right of inspection, or oversight. Besides, children educated at home, or in any private Institution whatever, must assemble with children of the Public School to pass a general and Public Examination every year. All, without distinction of sex, must, when they have accomplished their sixteenth year, demand a Certificate of dismissal. But those who, not having successfully passed the Public Examination, have not the Certificate of dismissal, must continue to attend the School.

According to the returns, the proportion of those who cannot read, write or count is only about five per cent. The machinery for giving effect to the School System does not differ materially from that of the other German States. But, as Munich may be regarded as the Athens of Germany in respect to the fine arts, there are more Art Schools and Students in Bavaria than perhaps in any other German State.

IX. KINGDOM OF SAXONY, ITS EXTENT AND EDUCATIONAL STATE.

Before the war between Prussia and Austria, Saxony was an independent constitutional Monarchy. It has 1 Polytechnic School, 2 Academies of Fine Arts, 1 University; 1 School of Mines; 1 School of Forests; 1 Scientific Society; 1 Academy of Surgery; 1 Military School, 1 Superior School of Arts and Trades; 5 Schools of Architecture; 25 Schools to teach making lace; 4 Schools of Weaving; 1 School of Cadets; 1 School of Artillery; 25 Gymnasiums; 7 Real Schools; 5 Schools of Commerce; 9 Superior Normal Schools; 1 Normal School, to train Professors of Gymnastics; 2 Establishments for Deaf Mutes; Elementary Protestant Schools, Catholic and Jewish Schools.

Its higher and special Schools rank in number and character above anything which has been conceived among us, apart from its celebrated Gallery of Paintings at Dresden and its famous University of Leipsic.

By the Saxon School Law of 1835 every child that enters upon his sixth year must go to School, and must attend it eight entire years without interruption.

The general provisions of the School Law are similar to those of Prussia, but less complicated and on a more liberal though smaller scale.

X. EMPIRE OF AUSTRIA AND ITS EDUCATIONAL CONDITION.

In Austria there are reckoned 8 Universities; 55 Lyceums of Philosophy and Jurisprudence; 2,138 Gymnasiums; a great number of Professional, Secondary and Elementary Schools, or Schools of Manual Trades as well as of Professions; and Primary Schools nearly equal in number to those of the parishes of the Empire. In the Metropolis, in Vienna, with its thirty-four Faubourgs, or suburbs, there is one University more largely attended than any on the Continent, except the University of Paris; I Polytechnic Institute, reorganized just before the Austro-Prussian war; 1 School of Commerce, similar to the great Commercial School of Leipsic. There are 4 Gymnasiums; 1 School for Labourers and Apprentices; 4 Superior Real Schools; 19 Inferior Real Schools; 1 Institute for Deaf Mutes; 4 Normal Schools; 70 Superior Primary Schools (Hauptschulen); 7 Citizen Schools (Burgerschulen), recently founded by Protestants; and Boarding and Primary Schools not returned.

In the German Provinces of the Empire, containing a population of 12,000,000, which heretofore formed part of the German Confederation, there are 1 Academy of Science; 1 Academy of Painting; 1 Academy of Commerce and Navigation; 2 Superior Schools of Forests; 3 Academies of Commerce; 4 Universities; 4 Schools of the Fine Arts; 4 Schools of Surgery; 4 Polytechnic Institutes; 4 Institutes for the Blind; 10 Institutes for Deaf Mutes; 7 Schools of Rural Economy; 11 Normal Schools; 11 Cloistral Houses of Education; 19 Superior Real Schools; 87 Inferior Real Schools; 68 Gymnasiums; 11,158 Schools of the people, Catholic and Protestant.

Characteristics of the Austrian School Law.

In Austria primary instruction is obligatory, and essentially at the expense of each Commune, as in other States of Germany. The penalty of neglect is perhaps more severe than in North Germany, for the Authorities have the right of not only giving warnings, pronouncing censures, imposing fines, and even inflicting several days' imprisonment, but also to make the School Certificate, or Certificate of Instruction, a necessary condition for being apprenticed, or getting married.

No Manufacturer, Brewer, Restaurateur, etcetera, can employ in his Establishment children under ten years of age, and consequently subject to School obligation, unless they have already attended a School of the people one year, and those who employ children of ten years years of age must send them to the Evening School.

In all parts of the Empire the principles of School Law are the same, School legislation the same, and the penalties of neglect the same; but the results in different parts of the Empire are very different. In the northern and western parts of the Empire, bordering on Saxony, Prussia, other German States, and Switzerland, from 86 to 94 per cent. of children of legal School age attend the Schools. . . . The average School attendance of children from seven to twelve years of age throughout the Empire is 65 per cent

The Educational Policy of Austria.

I quote from M. Baudouin, the French School Commissioner to Austria, a few remarks on the movements which were taking place in Austria, and the policy of the Government before the war with Prussia:—

The affairs of 1859 brought numerous changes in the Governmental system of Austria. M. de Schmerling was placed at the Head of Public Instruction, and partially opened to progress the gates of the Empire. The Protestants profited by it, and founded Primary Schools similar to those of the north.

In 1864 the Municipal Council of Vienna voted that there should be established in each of the eight Parishes of the City a superior citizens' School, upon the model of those which exist in Northern Germany. . . .

In the June following, the Professors of the Municipal Schools of Vienna, encouraged and supported by the heads of the principal families, met in assembly, and adopted an elaborate Memorial to the supreme Council of Public Instruction, in which they urged the Government to ameliorate popular instruction:—

1. By rendering instruction obligatory for all children from six to fifteen years of age inclusive.

2. By founding in every Commune of 1,000 souls a Public School with eight Classes; that is to say, a Citizens' School.

3. By enlarging the teaching body in the Secondary Schools.

4. By creating Real and high Citizen Schools in the Towns of 10,000 souls.

5. By authorizing Towns of less than 10,000 souls to found Real and High Schools when they shall ask to establish them out of their own Funds.

In 1865 the Government endeavoured to obtain the necessary resources to put the project into execution.

Austria, while thus opening (1865) the door to progress and the exigencies of the times, did not permit the entrance of enough of that ample instruction which inspires the desire of knowledge and investigation. All that is necessary to train to the exercise of manual skill, of a Trade, collections of products, of Machines, of Drawing, of Sculpture, special Courses, practical Experiments, Laboratories, was given liberally and with profusion. But that which might inspire the taste for liberal Studies is always systematically refused, for fear of inspiring a desire for independence.

Educational Effects of the War with Prussia.

Since the war with Prussia, Austria having lost her military prestige and some of her Provinces, has commenced a career of constitutional Government and Educational progress; she is entering upon a course which promises to place her among the freest and most prosperous States of the Continent.

The Austro-Prussian war has afforded a vivid illustration of the power of education over ignorance, even in the Battlefield. . . . I last year asked a distinguished Prussian Minister of State to what he primarily ascribed the superiority of Prussia over Austria in the recent war. His Excellency replied, that, in his opinion, "it was not in the man physically, or in military skill, or prowess, but in the sound and universal

education of the Prussian soldiery, which combined in each Prussian soldier the intelligence and discipline of an Officer. . . ."

That which is true in the Army and on the field of battle is true in a much higher degree in all the other relations and pursuits of life. Education, with the inspired Book of Divine truth and human liberty, makes the man, makes the Country, makes the Nation.

XI. KINGDOM OF DENMARK, ITS EXTENT AND POPULATION.

Denmark, like Ontario, is a purely agricultural Country, four-tenths of the population being occupied in the cultivation of the land. Education is widely diffused; it has been provided for by Royal Ordinances since 1539. The established Religion is Lutheran; but there is perfect Religious toleration, and no citizen is required to contribute to the support of a form of worship to which he does not belong.

Provisions for Education in the Kingdom.

1. Every Parish must provide School Teachers for the Primary Instruction of all the children within it. In the Schools provision is made for teaching the ordinary branches. There are eight Normal Schools for the training of Teachers, including a three years' Course of Instruction. The Secondary Schools include upwards of thirty High, or Grammar, Schools, in which are taught the higher branches; also about thirty Real Schools, or Schools of practical knowledge, teaching many of the subjects of the Grammar Schools, and other subjects adapted to Commerce and Trade. There are also higher Burgher, or Citizen, Schools.

Educational State of Denmark.

There are two Universities for Danish Students,—one at Copenhagen, with 50 Professors, and upwards of 1,000 Students; and another at Kiel, with about 30 Professors and Tutors, and some 400 Students. The Library of Copenhagen contains upwards of 100,000 Volumes; that of the latter contains 70,000 Volumes.

There are also Polytechnic, Military, Naval, Medical, and Forest Schools, an Academy of the Fine Arts, a School for the Blind, an Institution for Deaf Mutes.

Instruction has long been so far compulsory, that no child could be confirmed in the Lutheran Church without being able to read; and no child could be apprenticed, or could a person be employed, or married, without having been confirmed. But, by the Articles in the present Constitution, attendance at School from the age of seven to fourteen is obligatory; and Education is given gratuitously in the Public Schools to children who cannot afford to pay for it. Education is universal among the poor as well as among the wealthy classes.

XII. KINGDOM OF NORWAY AND SWEDEN, ITS EDUCATIONAL FACILITIES.

Norway is essentially an agricultural and pastoral Country. The Winters are long and severe, but education is universally diffused, and scarcely a Norwegian can be found who has not a fair knowledge of Reading, Writing, Arithmetic, Bible History, the Lutheran Catechism, and generally some acquaintance with Grammar, Geography and History.

The inhabitants are Lutherans. The Parishes are required to maintain good School Houses, and pay the Salaries of Teachers, who sometimes itinerate from School to School, teaching part of the week in one School and part in another. There are about 200 permanent Country Schools, and 60 Schools for Labourers.

In all the large Towns there are Citizen Schools, in which the higher branches are taught. In Christiania are Schools of Drawing and Architecture, a School of Commerce and Navigation. In Christiania and several of the large Towns, there are Colleges

preparatory to the University, which contains about 30 Professors, and upwards of 700 Students, and has a library of 50,000 Volumes, a Botanic Garden and Museum. There is also an Institution for Deaf Mutes at Drontheim.

Population and Educational State of Sweden.

Sweden has two Universities,—one at Upsala, with about 1,000 Students; another at Lund, with about 500 Students.

The Secondary Schools are called "Schools of Learning," "Gymnasia," "Apologist" Schools. The Schools of Learning and Gymnasia are both Classical Schools, the latter rather superior to the former, but both teaching, besides the elementary branches, Mathematics, Latin, Greek, German, and French, and the elements of Natural History. The "Apologist Schools" teach the same subjects as the Gymnasia, except the Greek and Latin Classics.

Since 1684 the Law required that no Person should be admitted to confirmation (necessary to marriage) who could not satisfy the Curate of his ability to read. A system of Education was introduced in 1825, and matured in 1842, making it compulsory on every District to erect at least one School, with an approved Teacher. The Parishes are divided into School Districts, and in each District a School Committee is elected to manage the School. Nearly fifteen hundred of the Schools are ambulatory, upwards of two thousand are stationary. In them are taught Religion, and the usual branches.

All children between the ages of nine and fifteen must attend School, unless it can be shown that they receive instruction at home. It is said there is not in Sweden more than one Person in every thousand who cannot read and write.

XIII. KINGDOMS OF ITALY, SPAIN AND PORTUGAL.

The efforts of the Government to establish a thorough System of Elementary Instruction in the Kingdom of Italy are too recent to furnish anything very satisfactory, or suggestive. It is needless to notice the Systems of Public Instruction existing in Spain, or Portugal, although there are regular Systems of Public Instruction established in each.

Education in the British Isles.

XIV. HISTORICAL SKETCH OF EDUCATION IN IRELAND.

In my Annual Report of Upper Canada for 1857 I gave a full account of the System of National Education in Ireland. I gave the official Documents, containing the authority and instructions under which the National Board in Dublin was constituted in 1831, the Regulations adopted in regard to every part of the System, the kinds of Schools aided, the conditions on which they are aided, the Rules by which they are governed, the Officers, expense and success of the whole System from 1831 to 1856, together with the evidence of various distinguished Persons, given before Committees of the House of Commons, as to the character and working of the System, and the modifications which had been made in its mode of operations since its establishment. The Irish National System has not undergone any material modifications since 1856. I will only add a few remarks as to its present character and operations.

English and Irish Educational Systems.

The System of Elementary Education in Ireland, like that in England, is one of Parliamentary Grants, administered and controlled by a Central Board,—that in England, by a Committee of the Privy Council; that in Ireland, by a Board of Com-

missioners, composed of distinguished Protestants and Roman Catholics, by whose unanimous consent all the Regulations and all the Text Books for the Schools have been adopted.

The System of Elementary Schools in England is chiefly Denominational, in which literary and religious instruction are combined. The object of the System of National Education is to afford combined literary and moral, and separate Religious Instruction, to children of all Persuasions, as far as possible, in the same School, upon the fundamental principle that no attempt shall be made to interfere with the peculiar Religious tenets of any description of Christian Pupils. . . .

The Schools recognized and assisted by the Board, besides the Normal, Model and ordinary Literary Schools, are Agricultural Schools, School Farms, School Gardens, Industrial Schools, Convent Schools, Workhouse Schools, Schools attached to Prisons, Asylums, Evening Schools, Workhouse Schools.

There is one Normal School (in Dublin) for training Teachers, twenty-five District and Minor Model Schools.

There are 6 Head Inspectors of Schools; 30 District Inspectors of ordinary Schools; and 2 Inspectors of Agricultural Schools. . . .

Other Educational Helps in Ireland.

The Church Education Society, instituted in 1839 for instructing its Pupils in the principles of the Church of England, and supported wholly by voluntary contributions.

There are the following higher Institutions: Trinity College, Dublin; Queen's Colleges at Belfast, Cork and Galway, of Queen's University; and several other Colleges and Academies, Medical and other Endowed Schools, besides Academies of Arts.

To Ireland we are specially indebted for three important elements of our School System; also for the first and excellent Head Master of our Upper Canada Normal School; for the first and present accomplished President of University College.

XV. HISTORICAL SKETCH OF EDUCATION IN SCOTLAND.

Elementary School instruction commenced in Scotland by the establishment of a compulsory system of education, and the enjoined co-operation of the Clergy. In Scotland, the System of Parochial Schools, which have long been the glory of Scotland, was founded in 1494 by the Scottish Parliament, which enacted that the Barons and substantial Freeholders throughout the Realm should send their children to school from 6 to 9 years of age, and then to other Seminaries to be instructed in the Laws. It was also enacted that any one who neglected this duty should be subject to a penalty of £20. Sixty-six years afterwards, in 1560, John Knox and his compeers presented to the nobility the "First Book of Discipline," in which they employ the following memorable language:—

"Seeing that God has determined that His Kirk here on earth shall be taught, not by Angels but by men, and seeing that men are born ignorant of God and of godliness; and seeing also that He ceaseth to illuminate men miraculously, of necessity it is that Your Honours be most careful for the virtuous education and godly bringing up of the youth of this Realm. For, as they must succeed to us, so we ought to be careful that they have knowledge and erudition to profit and comfort that which ought to be most dear to us, to wit, the Kirk and Spouse of our Lord Jesus Christ. Of necessity therefore, we judge it, that every several Kirk shall have one Schoolmaster appointed; such a one, at least, as is able to teach Grammar and the Latin Tongue, if the Town be of any reputation. And further, we think it expedient that in every notable Town there should be erected a College, in which the arts at least of Rhetoric and Logic, together with the Tongues, be read by sufficient Masters, for whom honest stipends must be paid; as also that provision be made for these that are poor, and not able by themselves or their friends, to be sustained at letters."

Original Educational Act for Scotland—Its Effect.

The Privy Council of Scotland issued an order in 1615 empowering the Bishops along with the majority of the Landlords, or Heritors, to establish a School in every Parish, and assess the Lands for that purpose. This order was confirmed by Act of the Scottish Parliament in 1633, and under its authority Schools were established in the more cultivated of the Lowland Districts. But this provision was far from adequate to provide Elementary Instruction for the whole Realm. It was proposed to accomplish this by the famous Act of 1696, the Preamble of which states, that, "Our Sovereign Lord, considering how prejudicial the want of Schools in many places has been, and how beneficial the establishing and settling thereof will be to this Church and Kingdom, therefore His Majesty, with the advice and consent," etcetera. This Act ordered that a School should be established in every Parish; that the Landlords should build a School-house and Dwelling-house for the use of the Master, and should pay him a salary, exclusive of the fees of pupils, of not less than £5 11s. 1d. per annum, and not more than £11 2s. 6d. The Act also provided that the Landlords and Minister of the Parish should appoint the Schoolmaster, that the Presbyteries should exercise a general supervision of the Schools and have the sole power of suspending and dismissing the Master.

In the Autumn Assizes of 1757 not one Person was found guilty of capital crime throughout the whole Country. Doubtless an impartial administration of justice had exerted a salutary influence on the social condition of Scotland, but it is chiefly to the Parochial Schools that she owes the elevation of the labouring classes.

Further Efforts to Promote Education in Scotland.

The General Assembly in 1802 issued an educational appeal containing the following declaration:—

That Parochial Schoolmasters, by instilling into youth the principles of Religion and Morality, and solid and practical instruction, contribute to the improvement, order and success of people of all ranks: . . . That it is desirable that some means be devised to hold forth inducements to men of good principles and talents to undertake the office of Parochial Schoolmasters.

This declaration of the General Assembly was accompanied with complaints to Parliament from all parts of Scotland, in consequence of which the famous Act of 1803 was passed, ordaining among other things:

That in terms of the Act of 1696, a School shall be established, and a Schoolmaster appointed in every Parish. That in large Parishes, where one parochial School cannot be of any effectual benefit, it shall be competent for the Heritors and Ministers to divide the salary among two, or more, Schoolmasters. That in every Parish, the Heritors shall provide a School-house, and a Dwelling-house for the Schoolmaster, together with a piece of ground for a Garden. . . . That the power of electing Schoolmasters shall continue with the Heritors and Minister, a majority of whom shall also determine what branches of Education are most necessary and important for the Parish. That the Presbyteries of the Church shall judge whether Candidates for Schools possess the necessary qualifications, shall continue to superintend Parochial Schools, and shall be sole judges in all charges against Schoolmasters, without appeal, or review.

Early Superiority of the Scottish System of Education.

The whole system of local, self and elective government in School management and support has been in operation in Scotland for nearly two centuries. The existence of the School was not left to chance, but was a matter of acknowledged public necessity and duty; the School House and Dwelling House of the Teacher were as much an Assessment charge on property as a Public Road; the Salary of the Teacher was not

permitted by law to fall below a comfortable maintenance. . . . In the rural Districts and small Towns, the children of all classes have been educated together.

Other Educational Facilities in Scotland.

There is a considerable number of Endowed Schools in Scotland,—at the head of which, perhaps, stands the Edinburgh High School; there are several Universities and Colleges at Edinburgh, Glasgow, Aberdeen, St. Andrews, etcetera, (aided by a Parliamentary grant).

Present Educational State of Scotland.

The great social changes which have taken place in Scotland during the last half century, the progress of religious and political liberty, the growing numbers and power of the labouring classes, the increased demands for educated labour, the advancement of Art, Science and general knowledge, all render the old Parochial Scottish Schools inadequate to supply the wants of society and meet the demands of the age. . . . The best minds in Scotland, like those in England, are earnestly engaged in efforts to devise a more comprehensive, practical, and truly National System of Education, adequate to the requirements of the poorer districts and classes, and adapted to the existing institutions and state of society.

XVI. ENGLAND AND ITS SYSTEM OF ELEMENTARY EDUCATION.

Historical Sketch of Education in England.

School Education in England is contemporaneous with the introduction of Christianity; and for centuries the Schools which existed,—were found in connection with the Cathedrals and Monasteries. But these were mostly swept away by the Danish invasion; so that King Alfred, about 880, invited learned Prelates from abroad to establish Schools; and for that purpose he set apart one-ninth of his own revenue. Thus to the zeal and benevolence of good King Alfred, existing Educational Institutions in England owe their origin; but, for centuries, they were of the most elementary character, and were confined to those who were destined for the service of Church and State. There was the "song scole," where poor boys were taught to chant, and the "lecture scole," where young priests were taught to read the services of the Church; yet such was the origin of some of the most famous existing Educational Establishments in England. Sampson, Abbot of St. Edmunds, once a poor boy, founded, in 1198 the School at St. Edmunds for forty boys. Lanfranc and Anselm, Archbishops of Canterbury, had both been School Teachers, and both founded Schools. Joffrid, Abbot of Croyland, who had been educated at Orleans, thence procured Teachers; and established them at Cheltenham in 1110—the traditional origin of the famous University of Cambridge. William of Wykeham, Bishop of Winchester, to aid the education of "poor young men for the Church," for the support and exaltation of the Christian faith and the improvement of the liberal arts, founded a College at Oxford in 1382, and its nursery at Wincheser in 1387—known as Winchester College. But these Institutions were confined chiefly to the Clergy; the mass of the nation was left in ignorance; and few even of the nobility were educated. The simple ability to read was considered characteristic of the Clergy, and secured in criminal cases the *privilegium clericale*—the "benefit of clergy."

To how great an extent the nobility were unfitted, through want of education, for high offices in the State at the time of the Reformation, may be inferred from Latimer's "Sermon of the Plough," preached at St. Paul's, London, in 1548, in which he says—"Why are not the Noblemen or young Gentlemen of England so brought up in the knowledge of God, and in learning, that they may be able to execute Offices in the Commonwealth? Why are they not sent to Schools that they may learn? Or why are

they not sent to the Universities that they may be able to do the King service when they come of age? And if the Nobility be well trained in godly learning, the people would follow the same example. Therefore, for the love of God, appoint Teachers and Schoolmasters, you that have charge of youth, and give the Teachers stipends worthy their pains, that they may bring them up in Grammar, in Logic, in Rhetoric, in Philosophy, in Civil Law, and in the Word of God."

It is, therefore, to the period of the Reformation that we must look for the commencement of anything like General Education even among the Nobility and Gentry, as also of the diffusion of the elements of civil and religious liberty throughout the nation. A considerable portion of the Monasteries suppressed by Henry VIII., was reserved and applied by good King Edward VI., to found no less than 21 Grammar Schools; some of which still exist, and are among the most flourishing Institutions in England. The example of the King was followed by some of his successors, and by many pious and benevolent Persons; so that, during the following century and a half, a large number of free Grammar Schools were established for the instruction of children in the language. From these establishments, often of humble appearance and with stinted means, have issued a series of the most illustrious names which have adorned the annals of English history.

Still no idea whatever of educating the masses of the people, or of educating any considerable portion of them in the subjects of common life, seems to have been entertained in any quarter. But, about the time of the Revolution of 1688, the commercial classes in England had acquired, and were rapidly increasing in, wealth and importance. Many of them had pushed their way to fortune without the advantages of education. They saw that schools, in which nothing but Latin and Greek, with Religious Instruction, were taught, were not adapted to a life of Trade and Commerce. Many of these, by will, established and endowed Schools for a certain number of poor Boys, to be taught Reading, Writing, and Arithmetic. In almost every Town in England, one, or more, of these Free Schools may be seen; and some of the most enterprising and distinguished men of the present and past ages in England point to these Free Charity Schools as their intellectual birth-place, and have largely added to their number and resources as thank-offerings for benefits received. . . .

It may be well here to note briefly the principle of those Grammar Schools which have contributed so pre-eminently to the education of the higher classes in England, and then the Universities of which the Grammar Schools are feeders—the two classes of Institutions rendering England the first of Nations as to the education of its higher classes. . . .

Great Public Schools and Endowed Grammar Schools in England.

1. *Eton College.*—This College, the most celebrated of all the Public Schools, was founded by Henry VI., A.D. 1440, by the name of "The Blessed Marie College of Etone besides Wyndsore." *Object.*—The scholars are of two kinds (*a*) King's Scholars, who are eligible from 8 to 15 years of age, the statutable qualification being that they be "poor and indigent," and (*b*) the independent scholar, or *oppidant*, whose education averages from £150 to £200 per annum, for each Boy.

2. *Winchester College.—Founder*—William of Wykeham, A.D. 1393. *Object*—to instruct diligently in grammatical learning poor scholars. *Free Scholars*, 75 are provided with board and lodging, but are subject to an annual payment of £19 13s. 6d.

3. *Harrow School.—Founder*— John Lyon, a yeoman of the Parish in 1571. *Object*—the founders conveyed property "to six Trustees" for the Endowment of a Schoolmaster and an Usher, the gratuitous Instruction of the children of the Parish, and for the Endowment of four Exhibitioners for the two Universities.

4. *Westminster School.—Founder*—Queen Elizabeth in 1560. *Free Scholars*—The Boys on the foundation, and the "Town" Boys are on the same footing as four Bishop's Boys. There are Studentships at Oxford and Cambridge.

5. *The Charter House School.—Founder*—Mr. Thomas Sutton, in 1611. The *Endowments* of this noble foundation produce a rental of more than £22,000. *Free Scholars*—Those on the foundation are of two classes—Pensioner and Scholar. There are Exhibitions from £80 to £100 per annum, each for 5 years at either University, and donations of £100.

6. *Rugby School.—Founder*—Lawrence Sheriffe, a Grocer in London, in 1567. *Endowment*—Originally designed only for the benefit of the Town of Rugby and its neighbourhood. Parents who have resided in Rugby two years or at any place in the County of Warwick are privileged to send their sons to be educated at the School without paying anything whatever for their instruction. There are Exhibitions of £60 a year at any College of either University.

7. *St. Paul's School.—Founder*—Doctor John Colet, Dean of St. Paul's A.D. 1512. *Object.*—Not only natives of the City, but those born in any other part of the Kingdom, and even those who are foreigners "of all nations and countries" are capable of being partakers of its privileges. *Endowment.*—£5,000. There are nine Exhibitions of £50 each at any College, and nine of £100 at Trinity College, Cambridge.

8. *Merchant Tailor's School.—Unendowed.* Has six Exhibitions of £50 each.

9. *Shrewsbury School.—Founder*—Edward VI., in 1551. *Endowment*, £?,000. *Free Scholars.*—The School is open to the sons of Burgesses of the Town of Shrewsbury, free of expense. There are twenty-eight Exhibitions of about £40 each.

10. *Christ's Hospital.—Founder*—Edward VI., in 1552; object, education of "poor children." Four hundred orphans were first admitted; they were clothed in russet, which was soon afterwards changed for the dress still worn. In 1672, Charles II. founded a Mathematical School for the instruction of 40 Boys in Navigation. *Endowment*, above £40,000. Grecianships at Oxford and Cambridge.

11. *Manchester School.—Founder*, Hugh Oldham, Bishop of Exeter, 1510; *Endowment*, £4,408. There are Exhibitions to Brasenose College, Oxford, and St. John's, Cambridge.

12. *Birmingham School.—Founder*, Edward VI., 1552; *Endowment*, above £10,000. *Free Scholars*, Sons of Inhabitants free; qualifications, 8 years of age, and ability to read and write English. About 100 nominations are open to public competition. Children of non-inhabitants pay from £15 to £20 per annum. There are ten Exhibitions, each of £50, at either Oxford or Cambridge, tenable for 4 years; two Scholarships of £50, for 4 years at Brasenose College.

Other noted Endowed Grammar Schools are those of Bromsgrove, Bedford, Bury St. Edmund's, Highgate, Guernsey, Ipswich, Leeds, Marlborough, Repton, Sherburn, Southwark, etcetera.

The English Universities.

1. The *University of Oxford* was the seat of a School of Learning as early as the reign of Edward the Confessor. In the year 1201, (3rd year of King John), it is styled a University, having then, according to Anthony A'Wood, 3,000 Students. Its Charter was granted by King John; but the Act of Incorporation by which its privileges were ultimately defined was the Statute 13th Elizabeth, passed in 1570; and the Statutes of the University were reduced to a Code in 1638 under the chancellorship of the famous Archbishop Laud. The Colleges at Oxford are distinct from the University, though represented in it, and subject to its Statutes, which relate to matters of study, etcetera, common to all the Colleges. There are 19 Colleges and 5 Halls, (doing collegiate work), in the University; and each College, or Hall, has its own Endowment and Regulations. It is no part of the English University System that a great multitude of Students should herd together in one College only; but a noble and healthy emulation is maintained among a large number of independently and variously endowed Colleges.*

* See the confirmatory opinion of Mr. C. F. Adams, of Harvard College. His favour of this system of individual Colleges in a University is expressed in a paper on the subject to be published further on.

2. The *University of Cambridge*.—The term University was first applied to Cambridge as early as 1227. The earliest formal Charter bears date the 20th year of Edward I.; but, like Oxford, its corporate privileges were finally defined by an Act passed in the 13th of Elizabeth. In the Cambridge University there are 16 Colleges, the aggregate annual admission of Students at which was 499. Each College at Cambridge, as at Oxford, had its own Endowment.

3. The *University of Durham* was founded by Act of Parliament in 1833, and incorporated by Royal Charter in 1837.

4. The *University of London*, founded in 1837, is simply a Senatorial Body prescribing courses of Collegiate Studies, directing Examinations, and conferring Degrees in Arts, Law and Medicine. University College, and King's College, London, and upwards of 50 Colleges and Institutions, most of them Denominational, throughout the United Kingdom, are affiliated to it, and their Students receive their Degrees from it.

Voluntary Educational Associations and Agencies.

With the present century commenced the era of voluntary associations and the wider diffusion of popular education in England. Yet the advocacy and efforts put forth seemed to be directed rather to the amelioration of the condition of the poor than to the universal education of the people. Prior to that period, the subject had been mooted by individuals in advance of their times. Sir Thomas More, in his "Utopia," professedly intended to describe "the best state of a public weal," had hinted that "all in their childhood be instructed;" the author of the "Wealth of Nations" had, in 1766, advocated the extension of the most essential parts of education to "the whole body of the people;" and the Authors stood almost alone in the expression of such sentiments. The earliest voluntary agency of popular education in England was the Church of England "Society for Promoting Christian Knowledge," founded in 1698, to aid in founding Charity Schools and in publishing and circulating useful Books at a low price; which, as early as 1741, had aided in founding more than 2,000 Church Charity Schools, and which has published several millions of Books and Tracts. In 1811 its School work was transferred to the National Society, which received a Royal Charter in 1817. The Religious Tract Society, founded in 1799, soon became, as it has ever since continued, a potent agent in spreading knowledge of the best kind. The Sunday School agency gave a powerful impulse not only to the religious instruction, but to the Primary Education of the lowest classes. The new methods of teaching introduced by Bell and Lancaster awakened much attention to the subject of educating the masses; and the British and Foreign School Society commenced a work of usefulness which they have been nobly pursuing to the present time. The "Benevolent Evening School Society," which established the first Evening School for the gratuitous instruction of the sons of the labouring poor, in Bristol, in 1806, accomplished much good, and prepared the way for the gradual extension of, and became merged into, the system of Mechanics' Institutes, through whose instrumentality upwards of 250,000 adult persons in England, Ireland and Scotland have learned to read. Among the latest but not the least potent voluntary agencies for the education of the poor is the System of Ragged Schools, commenced in 1837.

It is, however, easy to see how far all these benevolent and diversified, though isolated, efforts fell short of a national organization and governmental System for the Education of the whole labouring population.

Historical Sketch of Educational Parliamentary Proceedings.

The question of educating the labouring classes was first introduced into Parliament, the present century, by Mr. Whitbread, who, in 1807, proposed a plan in the House of Commons for "exaltation of the character of the Labourer," by the establishment of Parochial Schools. The measure was very moderate, limiting the amount of education to be given to the merest minimum,—two years' schooling between the ages of seven

and fourteen. Even this proposed mitigation of the ignorance of the labouring classes was successfully opposed; and Mr. Whitbread's bill was, therefore, not entertained.

This was the year after the establishment of the National System of Education in Holland. Lord Brougham was an early, and, as he has long been, an earnest friend to the education of the poor. As early as 1808 he assisted at the organization of the British and Foreign School Society; in 1810 and 1812 he contributed able articles to the *Edinburgh Review* on the subject; and in May, 1816, he moved in the House of Commons for the appointment of a Select Committee "to inquire into the state of education of the lower orders of the Metropolis." He entered upon the duties of the Committee with such zeal and industry that in less than a month he submitted a Report, which was speedily followed by four additional Reports, which exposed the educational destitution of the Metropolis, the inefficiency of the Public Schools, and the misapplication of charity and various educational funds. In 1818 the Committee was revived with more extensive powers to enquire into the Education of the lower orders throughout England, Wales and Scotland, and, by construction, into Educational Charities, including the Universities and Great Public Schools. The result was a plan for National Education, to be supported by the State,—proposing to include and improve the Schools already established, and to harmonize the administration of the Schools composed of children of all Denominations. The Bills embodying this plan, in 1820, created great excitement and much violent discussion between the different Religious and Political parties,—so much so that the whole subject was postponed, and fifteen years elapsed before its consideration was again resumed by Parliament. . . .

In 1833, on motion of Lord Kerry, another educational enquiry was undertaken into the existing means of education for the poorer classes, and an Annual Grant of £20,000, or $100,000, was voted by the House of Commons, on motion of Lord Althorp, for the building of School Houses for the poor in England and Wales—as a supplement and encouragement to the National (Church) Society, and the British and Foreign School Society. In the following year, 1834, another Committee was appointed by the Commons "to make enquiries into the present state of education in England and Wales, and into the application and effects of the Grant made in the last Session for the erection of School Houses, and to consider the expediency of further Grants in aid of Education." This Committee reported the Minutes of evidence taken before them respecting Schools in connection with the National Church, and British and Foreign School Societies, and the School Systems of Prussia, France, Ireland and Scotland, together with the views of distinguished educationists,—such as Lord Brougham, Doctor Julius, Professor Pillans and others. In the following year, 1835, Lord Brougham brought the subject of National Education before the House of Lords, by moving a series of Resolutions, which he advocated with great earnestness and ability, but on which no action was taken. Again, in 1836, Lord Brougham brought two Bills into the House of Lords, revived and eloquently advocated them in 1837 and 1838, but without success.

Lord Brougham's Warning to the Law-givers of England.

The defeat of Lord Brougham's efforts to establish a System of National Education was followed by a published Letter from him to the Duke of Bedford, in which he advised the friends of a system of National Education to unite in support of the contemplated Government measure to aid Schools established by different Religious Denominations, as the only practicable scheme which there was any chance of carrying. This is the origin of the present System of Parliamentary Grants to Schools of different Religious Denominations in England for the education of the labouring classes. Lord Brougham, in his Letter to the Duke of Bedford, denounced the "sectarian animosity" which had defeated every scheme and proposal for an independent System of National Education, and said: "The ignorance of the people, the origin of all the worst ills that prey upon our social system, has become at length the object of Legislative regard, and I defy the constituted authorities of this free country to delay much longer in applying

the appropriate cure by eradicating a disease as easily cured as it is fatal if neglected. . . . But let us hope for better things. Let us hope it through His might and under His blessing who commanded the little children to be brought unto Him, and that none of any family of mankind should be forbidden; of Him who has promised the choicest gifts of His Father's Kingdom to those who in good earnest love their neighbours as themselves."

Privy Council Committee on Education.

In 1839, for the first time in the history of England, a Speech from the Throne recommended Parliament to do something for the "Religious Education of the poor;" and Lord John Russell, in a Letter to the President of the Privy Council, communicated the desire of the Queen, that five Members of the Council should form a Committee of Council on Education for the consideration of all matters affecting the Education of the people.

This was the origin of the Privy Council Committee on Education—the Body under whose sole authority all the Regulations in respect to the Education of the labouring classes and the distribution of the Parliamentary Grants for education have been made from 1839 to the present time. The Committee selected as its Secretary and Chief Officer an experienced and able Educationist, in the person of Doctor James Philip Kay, now Sir James Kay Shuttleworth. He submitted a plan for the proper training of pauper children and on District Schools,—which was made the basis of a System for reorganizing and improving the management of this class of Schools. In 1839 he was appointed to the Superintendence of the Metropolitan District. To qualify himself better for a work so important, he visited and made himself acquainted with the best methods of School teaching and management as practised in Holland, Belgium, France and Scotland; and he planned and put into successful operation a Training School for Teachers at Battersea. As Secretary to the Privy Council Committee of Education, he laid the foundation of the present System of Elementary Education carried on under thhe authority of the Committee. He was succeeded as Secretary of the Committee of Council on Education by Mr. R. R. W. Lingen, A.M., who still continues to discharge his duties with great tact and ability.

The Committee of Council proposed to give aid on certain conditions; to erect School Houses; to support Elementary Schools for the labouring classes, and Normal Schools for the training of Teachers and Students attending them; to assist in procuring supplies of Books, Apparatus and School Sittings at reduced prices; to provide for the inspection of the Normal and Elementary Schools; to augment the salaries of Teachers, etcetera.

Normal Schools in England and Scotland.

Normal Schools.—There are 48 Normal Schools, to which Model, or practising, Schools are attached. The Students remain in the Normal Schools about three years, and thus receive there the greater part of their education, and not their professional training only, as with us. The Normal Schools are supported chiefly by Parliamentary Grants, but partly by local endowments, etcetera.

Other Schools and Educational Agencies.

School of Science and Art at South Kensington.—The premises for this Establishment were, at the instance of the late Prince Consort, purchased and the Buildings partly erected out of the surplus of the funds of the first Universal Exhibition held in London in 1851. A very extensive Museum has been established, and a School of Science and Art on a large scale, with branch Schools of Design in the principal Cities and Towns of the Kingdom, to the great improvement of practical Art, and to the extension of a taste for the Fine Arts generally. The Parliamentary Grant made for this purpose, called the "Science and Art Department," amounted to 1865-6 to £161,841. . . .

System of Inspection and Course of Instruction.

The System of Inspection costs £49,459 per annum. A new System has been introduced within the last three years. It is minute and thorough, and on its results depends the amount of Grant to each School. There are six Standards of attainment prescribed in article 48 of the "Revised Code." . . .

The System of Inspection is most efficient and very fair in ascertaining the progress and attainment of Pupils. One object of the Revised Code was, as stated in the Report, "to compel Teachers to attend to their scholars generally, and not mainly to the most clever or regular among them." . . .

XVII. GENERAL OBSERVATIONS ON SYSTEMS OF PUBLIC INSTRUCTION IN EUROPE.

Public Provision for Colleges.

In all the European Countries, however small, special provision has been made at the public expense for the establishment of Colleges, and even Universities, embracing the Faculties of Law, Medicine, Philosophy, and most of them Theology. The Colleges are numerous, whether so designated, or, as in Germany, called Gymnasiums.

Taxation of Property for Elementary Education.

In all those Countries, with the exception of England and Ireland, (but including Scotland), the Elementary Education of all classes, and especially of the poor, is made a charge upon the Landed and other Property of the Nation. This charge is viewed not as a burden, or charity, but as a debt, as much as any other public charge. . . .

Practical Schools for Trades and the Arts.

It is worthy of remark that the European Systems of Public Education provide not merely for the Elementary and higher Classical, or Collegiate Education, and for the regular training of Teachers and Professors, but also for practical education in connection with the different pursuits and employments of life. The Universities, to enter into which what we call Graduates are alone eligible; in which are the Faculties of Law, Medicine, Theology, and in some Philosophy. Besides these Educational Institutions, there are various more practical Schools, all of which are sequels of the Primary Schools, and require an Entrance Examination of all Candidates for admission. In nearly all of these Schools French, German, English, and sometimes other Modern Languages are taught; also Natural History, Chemistry, Mineralogy, elements of Natural Philosophy, Mechanics, Geometry, Practical and Descriptive Drawing, History, Book-keeping, etcetera. Among these special Schools are Industrial Schools, Real Schools, Technical Schools, Commercial Schools, Schools of Arts and Trades, of Agriculture, of Architecture, of Drawing and Painting, of Forests, of Navigation, of high and even Commercial Schools for Girls, Military Schools, etcetera. In most of these Schools the course of instruction is four years; in some of them six, or seven, years. The Technical Schools are frequented mostly by labouring Mechanics and Tradesmen in the evenings; the Industrial Schools are superior to the Technical, and are next to the Real Schools, from which Students often advance to Polytechnic Schools—the highest order of practical Schools. Professional education on the Continent of Europe implies merely a preparatory education for any of the ordinary occupations of life, and not for the professions of Law, Medicine, etcetera, as with us. There are also different kinds and orders of Normal Schools for the special training of Instructors of all these Schools, Colleges and Universities. It is thus that, in all the Continental Countries of Europe, provision is made by the State for the education of all classes, from the Pauper to the Prince, and, in the preparatory Studies for all the productive, Mechanical and Manufacturing employments, and for all the pursuits of Agriculture, Trade, Commerce, Navigation, the fine Arts, Literature, Science and the Professions, which make up the industry, wealth, refinement and civilization of a nation.

Conditions of Efficiency in European Schools.

In reviewing the European Systems of Instruction, it will be observed that there are four conditions essential to the efficiency of their Elementary Schools. (1.) Suitable Buildings, Furniture and Apparatus. (2.) A high standard of qualification for Teachers, and their regular training. (3.) A liberal support of Teachers and a high *minimum* of Salary, especially as in Holland, some of the Cantons of Switzerland, Baden, Wurtemburg, and some of the Provinces of Prussia. (4.) Thorough inspection of Schools by Inspectors, who are competent and practical Inspectors themselves.

True Method of Educating a People—its Effect.

Nor is it less obvious that the method of educating a whole people is not to attempt to do everything for them, but to enable the people to educate themselves, and to compel those who neglect, or refuse, to attend to this highest national interest and first right of individual humanity.

I think the preceding review also demonstrates that, just in proportion as a Country provides liberally and systematically for the support of a truly National System of Education, that Country advances in all the elements and characteristics of national prosperity.

Special Note. Doctor Ryerson's Report proceeds much further in discussing various features of the Elementary and Higher Schools of Europe; but as I have already given a full exposition of their more important characteristics, I shall not further quote from it, especially as the whole Report is published in Volume Twenty-One of the Documentary History of Education in Ontario.

REPORT OF SCHOOLS IN THE UNITED STATES.

In his "Report on Schools in Europe and America," Doctor Ryerson has devoted a good deal of it to an account of Schools in the United States, but as we have so often had to refer to the Systems of Education in that Country since it was written, it is not necessary to quote anything further on the subject from the Report, except the following:—

School Funds of the Several States in January, 1859.

Alabama	$1,425,933
Arkansas	None.
California	739,487
Connecticut	2,044,672
Delaware	440,506
Florida	None.
Georgia	440,900
Illinois	4,109,476
Indiana	4,912,012
Iowa	1,000,000
Kentucky	1,455,332
Louisiana	1,036,500
Maine	149,085
Maryland	181,167
Massachusetts	1,522,898
Michigan	1,384,288
Minnesota	Lands.
Mississippi	.....
Missouri	595,668
New Jersey	$437,754
Nevada	Lands.
New Jersey	437,754
New York	6,775,889
North Carolina	2,181,850
Ohio	2,500,000
Oregon	Lands.
Pennsylvania	None.
Rhode Island	299,436
South Carolina	None.
Tennessee	584,060
Texas	2,192,000
Vermont	None.
Virginia	1,677,652
Wisconsin	2,358,791
Total, January 1, 1849	$21,420,275
Total, January 1, 1859	40,445,356

The following is the concluding part of Doctor Ryerson's Report:—

REMARKS ON THE UNITED STATES SYSTEMS OF PUBLIC INSTRUCTION.

General Excellence of the City and Town Schools.

In the foregoing epitome of the Systems and state of Popular instruction in several neighbouring States, I have said little of what has been done, or is doing, in Cities and Towns. The reason is that the Schools are organized in the Cities and Towns, for the most part by special Acts, and not under the general School Laws of the States. Taken as a whole, I do not think, from my best observations and enquiries, that there is any Country in the world in whose Cities and Towns, (except Leipsic, in Saxony), the Systems of Education are so complete and efficient as in the neighbouring States, especially in Boston, Providence, New York, Philadelphia, etcetera. There is one Board in each City charged with the education of a large population, from the Primary schools up to the highest English and Scientific Schools, and Classical, preparatory to the University, and to the Professions, and to foreign Commerce. In each of these Cities, and in each of many of the Towns, there is but one set of Regulations, and one series of School Text-books; there are Classical Schools and Teachers, and some of the Cities have their own Normal School for the training of their own Teachers, with Libraries, etcetera. In the style, arrangements and furniture of their School Buildings, in the character and Salaries of their Teachers, and in every provision for the education of all classes of citizens, there is a manifest earnestness, an intelligence, and princely liberality truly admirable and patriotic. Nothing but a personal visit and inspection can convey an adequate idea of the comprehensiveness, completeness, and even in some instances grandeur, of the establishments and Systems of Education in the Cities, and in not a few Towns of our American neighbours. And where there are private and select Schools and Seminaries in those Cities and Towns, they have to be conducted in the most efficient manner possible in order to maintain an existence in competition with the excellent Public Schools.

The Citizen's Recognized Right to Education.

There is another educational feature common to all the neighbouring States, and worthy of the highest respect and admiration: it is the recognition of the right of every citizen to the means of a good education, and the obligations of the State to provide for it. This is an article in the Constitution of several of the States, and is recognized by a liberal provision in setting apart the proceeds of the sales of one-sixth, or seventh, of their Public Lands to form a School Fund for universal education. This has been followed up by School Laws, framed in the same spirit and with the same design; very large sums of money have been raised and expended, and a net-work of Schools has been spread over the land.

Inadequate Results from American Country Schools.

But here, in most of the States, the work has begun to halt, and the patriotic objects of its projectors have been disappointed. The State has acknowledged and nobly endeavoured to redeem its obligation to provide an education for its every child; but it has not provided that every child should qualify himself by such an education for citizenship. It has placed the right of the Parent, or Guardian, and of the Employer, or Master, to perpetuate ignorance, above the right of the child to be educated. It has made universal suffrage the lever to lift the masses to Universal Education and intelligence, in the absence of the requisite Educational power to move that lever. Nor is there any adequate provision to secure the operations of a School in a single neighbourhood, much less to secure properly qualified Teachers where Schools are established. The result is, that when you leave the Cities and large Towns, and go into the rural parts of the State,—the peculiar field of a National School Law and System,—you there find that

our American neighbours are not so successful in their Public School economy, and accomplish results far below and short of the State appropriations they make, and the machinery they employ for the sound education of all the people. This remark is abundantly confirmed by the facts given in the above epitome of the Systems and state of Popular Education in the States of Ohio, Pennsylvania and New York. A further confirmation of the same remark is found in the defective education of many of the grown-up young men of these States. The late Mr. Frederic H. Pakard, of Philadelphia, for thirty years the distinguished and philanthropic Secretary of the American Sunday School Union, published, in 1866, a pamphlet entitled "The Daily Public School in the United States." He says:—"Such observations as we have been enabled to make in interviews with many thousands of children and youth satisfy us that nine in ten of them are incompetent to read properly a paragraph in the newspaper, to keep a simple debit and credit account in a Mechanic's Shop, or to write an ordinary business Letter in a creditable way, as to chirography, orthography, or a grammatical expression of ideas."

In this same publication it is stated by a Chaplain in the Northern army during the late civil war, whose intercourse was very extensive, "that a very large majority of the Soldiers from the Northwestern States could read and write; but of these many could read only very imperfectly, anad composed a Letter with great difficulty. Union Soldiers from the slave States were destitute of Common School education. Thousands of Soldiers learned to read and write while in the Army. In my own Sunday School of 150 to 250 from my own Regiment, I found that a large number were poor readers. The same I found true of Schools in other Regiments. The letter-writing showed that the Writers were very imperfectly instructed in orthography. The average age of the Soldiers I met was certainly under thirty years. In a word, our Soldiers, in their education, show that a great improvement is needed in our Common Schools."

Causes of Failure in the United States Country Schools.

Such an imperfect state and deficiency of sound education could hardly be otherwise where the Schools are only kept open from four to six months in the year by youths 16 to 20 years of age, themselves poorly educated.

The inference from these facts is, that there may be an excellent School System, and even universal machinery of Schools, and yet numbers of youths not educated at all, and of those who attend the Schools many learn very little, and that very imperfectly.

The foregoing facts suggest the enquiry—an enquiry in which we, as Canadians, are deeply interested—to what cause, or imperfections in the United States Systems of popular education are so much educational failure and deficiency in the rural parts of the States to be attributed? I will indicate two or or three causes which have been impressed upon my own mind:—

1. The *first* is a *deficiency in the qualifications of Teachers.* There cannot be a good School without a good Teacher. There must then be provision against the employment of ill-qualified Teachers, and for securing good ones. In the neighbouring States there is no State standard of a Teacher's qualifications, although, in one instance, there is a State Board; there is no State Programme for the Examination of Teachers; in most instances the Boards of Examiners of Teachers are not only local, but are elected by County or Township universal suffrage, and each local Board thus chosen fixes its own standard and makes its own conditions and regulations for the licensing of Teachers. In some States the Trustees of each School examine and certify to the qualifications of the Teacher, as well as employ him; in other places a Township Superintendent, elected by universal suffrage; in other instances, a Township Committee, or Board, is elected for the double purpose of examining Teachers and employing them. Even in Ohio, where there is a County Board of three Examiners, appointed by the Judges of Probate, there is no uniformity of standard, or of strictness in the Examination of Teachers. I

observe in one County, out of 258 applications only *one* was rejected—showing that the Examination could have scarcely amounted to even a matter of form. The State Commissioner states the results of such deficiencies in his Report for 1866, in the following words: "No one can visit the country Schools, hear the recitations, observe the discipline, examine the Teacher's records, and look upon the cheerless interior and exterior of the School-rooms without a most depressing conviction of the inferior advantages enjoyed by the Pupils, and the unfavourable educational influences by which they are surrounded."

2. The *second* cause of this deficiency in the country Common Schools of our American neighbours appears to me to be the temporary employment and insufficient remuneration of Teachers. This is indeed the chief cause of the "low grade of Teachers," and the still lower grade of the Schools. In both Ohio and Pennsylvania more than one-half of the Country Schools are kept open only four months of the year; and this is the case in many country parts of New York. The Teachers are employed there, not as in their Cities and Towns, by the year, but by the month. Their "wages" are only for the months that the Schools are kept open. For these months a male Teacher may receive from twenty-five to forty dollars a month, and a female Teacher one-third and sometimes one-half less; and the other eight, or six, or five months of the year, as the case may be, the Teachers must and do receive nothing, or seek other employments. Thus the country male Teachers do school teaching work when they can procure it to best advantage, and farm, or other manual work of some kind, the other larger part of the year; and the female Teachers do likewise. Now, whatever may be the liberality of the Legislature, and the framework of the School System, and the patriotic aspirations and efforts of great numbers of citizens, in such a System of temporarily employing and perpetually changing Teachers, there can be no material improvement in either the qualifications of Teachers or the efficiency of the Schools, or the education of the country youth.

In Ontario there is much room for improvement in these respects; but we have a national programme for the Examination and distinct Classification of Teachers, and nearly uniform methods of Examination; our Teachers, except in comparatively few cases of trial, are almost universally employed by the year, in the Townships equally with the Cities and Towns. By our method of giving aid to no School unless kept open six months of the year, and aiding all Schools in proportion to the average attendance of Pupils and length of time the School is kept open, we have succeeded in getting our Schools throughout the whole Country kept open nearly eleven months out of the twelve; the Teachers are thus constantly employed, and paid annual Salaries; and are as well paid, all things considered, in perhaps a majority of the Country Schools as in Cities and Towns. Some of our best Teachers are employed in Country Schools, a very large proportion of which will favourably compare, in style and fittings of School House, and efficiency of teaching, with the Schools in Cities and Towns. Indeed, for several years at the commencement of our School System, the country parts of Upper Canada took the lead, with few exceptions, of our Cities, Towns, and Villages.

3. A *third* and fruitful cause of inefficiency in the United States Systems of Popular Instruction appears to me to be the mode of appointing the Administrators of their School Systems, and their tenure of office. In all the neighbouring States the mode of appointing their State Superintendents has been by popular universal suffrage vote, and for a period not exceeding three years, and in some instances not exceeding two years; in the election of their County, or Town, Superintendents the same system has been pursued. In New York and Pennsylvania a beneficial change has been introduced in regard to the appointment of their State Superintendents—in the former the State Superintendent being appointed by the joint ballot of the Senate and House of Representatives, and in the latter by the Executive, with the advice of the Senate; but the tenure of office in both States is for three years, as it is in the State of Ohio, where the State Commissioner of Common Schools is still elected by universal suffrage throughout the State. In looking at the School history of these States for the last twenty

years, there are very few, if any, instances of any one of these highest educational Officers continuing in office more than three years at a time. There is no department of civil government in which careful preparation, varied study and observation, and independent and uniform action, are so important to success and efficiency as in founding, maturing and developing a System of Public Instruction; which it is utterly impossible to do where no one placed at the head of the System has time, or opportunity, to establish and bring into effective operation any one branch of it. School legislation, therefore, with our American neighbours is as unsettled now as it was at the beginning of the last twenty years and more; it has been undergoing successive modifications; and their Schools (except in Cities and Towns) are less improved than their Country in every other respect. They seem to forget that the representative functions of Government,—the power to exercise which is based on popular election,—relate chiefly to the making of laws, and the imposition of taxes; but that the administration of law should be free from the influences of popular passion, and be based on immutable maxims of justice and patriotism. They recognize this in the selection and appointment of the supreme Judges of Constitutional and Civil Law; so should they in the supreme administration of School Law, and in the development of School economy.

Our American friends appear to me to suffer equally, if not more, in their educational interests from their love of rotation of office and frequent popular election to it, in respect to their County and Town Superintendents of Schools. Their System appears to me to be inconsistent, as a general rule, with the selection of competent Superintendents, or with the impartial and thorough administration of the Law, among those by whom the Local Superintendents are elected, or opposed, and to whom such Superintendents are looking for votes at an approaching election.

4. In the *fourth* place, I think the progress and efficiency of the Common Schools in the neighbouring States are also much impeded by the absence of anything like uniform series of Text-books, the great evils of the endless variety of which are graphically portrayed and earnestly lamented in their School Reports, but for the removal of which no remedy is provided.

Such appears to me the chief defects in the American School System, so far as I have been able to examine and observe them. In a former part of this Report I have also stated what appeared to me the cardinal defects of the English Elementary School System, as compared with that of other European Countries.

In the absence of any ground, or pretext, on which I could base a national view of education for the Dominion of Canada, I have confined my Special remarks to my own Province. I have presented the Systems and progress of Popular Education in several inland States of Europe,—such as Baden, Wurtemberg, etcetera, maintaining after having achieved their independence, and enjoying much greater liberty and prosperity than some of the largest European Kingdoms. I refer to these facts to remind my fellow-countrymen of Ontario that whatever may be our future relations, whether those of united Nationality with the rest of British North America, or those of isolated independence, we have no reason for apprehension, or discouragement, having within ourselves, under the Divine Blessing, all the essential elements and resources of nationality, freedom, progress and happiness.

Your Excellency's obedient servant,

TORONTO, March 4th, 1868. EGERTON RYERSON.

THE LONDON TIMES ON THE REVEREND DOCTOR RYERSON'S REPORT ON EDUCATION IN FOREIGN COUNTRIES.

NOTE. The following Review by the Editor of the *London Times* of Doctor Ryerson's Report on the School System of Europe is both interesting and instructive:

A very useful and interesting synopsis of the Systems and state of Popular Education on the Continent of Europe, in the British Isles, and the United States of America,

has been presented to Major-General Stisted, C.B., Lieutenant-Governor of the Province of Ontario, Canada, by the Reverend Doctor Ryerson, Chief Superintendent of Education in that Province. Doctor Ryerson appears to have visited the Countries whose Systems of Education he describes, and he was specially charged with the duty of preparing a Separate Report on Institutions for the Deaf and Dumb and the Blind, which will follow. The Report enters very tersely into the Systems pursued in France, Prussia, Holland, Switzerland, Belgium, Baden, Wurtemburg, Bavaria, Saxony, Austria, Denmark, Sweden and Norway, and Great Britain. . . . Some of these Countries have borrowed their Systems from the others, but into each plan some modification, greater or less, has been introduced which deserves notice. In the Denominational and Communal Schools of France, Religious Instruction is duly recognized, yet in the Communal Schools "no child of a different Religious profession from that of the majority is constrained to take part in the Religious teaching and obesrvances of his fellow scholars." Religious freedom is insured. Ministers of different Communions are to have free and equal access to the children of their own faith in the Common Schools. "Denominational" Schools, however, have increased, and when a School is appropriated to one Denomination no child of another Denomination is admitted without a written request from the Parents, or Guardians. Communal Schools are established and maintained by the joint action of the State, the Departments, the Communes, Fees of pupils, and individual contributions. Every Commune must provide a School House and Residence for the Teacher. If the Commune refuses, or neglects, to provide by Tax on the property at the rate of three per cent., the Government imposes and collects it. If the Commune, on account of poverty, or disaster to the crops, cannot raise the sum required, the Department to which such Commune belongs must provide it. If the revenues of the Department, by a Tax of two per cent., are not sufficient to meet the deficiencies of all the Communes, the balance is supplied by the State. Each Commune is at liberty to establish a Free School, and the Mayor can exempt children of very poor Parents from paying the School Fees. The Schools taught by Religious Orders are called "Congreganist Schools,"—*Ecoles Congreganistes*. Public Teachers, whether male or female, must have a Certificate, (*brevet de capacite*), except the female members of Religious Orders, whose Certificates of obedience, (*lettres d'obedience*), are accepted in lieu of the Certificat of Brevet. There are more than eight times as many of the breveted Assistant Teachers among the laymen as among the Congerganists. The Inspectors found thirty-five per cent. of the Common Schools "good," and the same proportion of "Congreganist" Schools. The training expenses of Teachers in the Normal Schools were defrayed by the State, the Departments, the Towns, even the Schools, and by the Pupils themselves and their friends. Of the 37,510 Communes of the Empire only 818 had no Schools, but they sent their children to neighbouring Schools. The Schools of the Religious Orders are to the lay, or Common, Schools, as seventeen to fifty-one and a half. Out of 4,336,000 children attending the Schools, a million and a half are admitted free from charge. It seems that in France the children's first Communion at Church is the limit of their stay at School. When they have no more Catechism to recite, they cease to attend. In Prussia the System of Education is mainly "Denominational," but Protestant and Roman Catholic Schools are generally separate. It is seldom you find a "mixed" School of both. There is a regular gradation of School Authorities, from the Schoolmaster up to the Minister of Education, and the System percolates from the highest State powers, and is within control of the central Government. The relations of the Protestant Church with the Government are harmonious, but the Catholic Church, on the contrary, is in perpetual discord with the State on this subject. Every Commune in Prussia must find a School for all children from six to fourteen, by a Rate on property, by Fees from the scholars, and if there is a deficiency the State is applied to for it. It is unnecessary here to go into the Prussian Compulsory System of Education. Of Germany, M. Baudouin, the French Commissioner, in 1865, says: "The smallest hamlet has its Primary School, the smallest Town its Gymnasium, its Citizen and Real Schools perfectly organized, endowed and inspected.

In Germany everyone is interested in youth; the highest personages and women of the first rank consecrate to it their time, their property, their experience. The best Writers write Books for small children; the Poets, for their lessons in Vocal Music, write verses which the most illustrious of Composers do not disdain to set to music. The entire German people appear convinced that to occupy themselves with the instruction of youth is to fulfil a personal duty and labour for the future of their Country." As to the Schools of Holland, Cuvier, the great Naturalist, on visiting them in 1811, was delighted and astonished when he saw them, and pronounced them above all praise. M. Cousin was equally gratified in 1836. The Dutch Schools are excellent. The Religious Instruction is general. Perhaps we may say it is based on Christian ethics, but it never trenches on grounds of Religious controversy, or Religious differences. The Teachers must all have Certificates, and they are superior to the Prussian Teachers. A broken-down tradesman, an ignorant charlatan, cannot teach in a Public School without a Diploma. Lutherans, Catholics and Calvinists are taught together in the same Schools, the Catholics, in point of numbers, standing mid-way. In Belgium the Schools are supported by the Communes, the Provinces, and the State combined. In 1830, when Belguim was separated from Holland, the Communes relaxed in their efforts in building Schools, and the State had to assist—the State paid one-sixth of the cost, the Province one-sixth, and the Commune four-sixths. There is no compulsory Law of Education in Belgium, and Popular Instruction is not greatly developed. The number of Militia not knowing how to read or write is 31 per cent. The dissensions between the Catholic party in Belgium and the Liberals retard the progress of the Schools. In Baden, Grand Duchy, the Schools are partly supported by the Communes, and although, since 1864, Education has given rise to much discussion, the Catholic party objecting to many provisions of the Project, or Code, of Doctor Kneiss yet it seems probable that Non-denominational Schools will ultimately prevail. In Austria, School attendance is obligatory, and the Communes are bound to establish and support the Primary Schools. In default of their children's attendance, the Parents may even be fined by the Authorities, and these Fines are added to the funds of the Communes. The School Certificate of Instruction may be made a condition of a young person's being apprenticed, or getting married. No Brewer, Manufacturer, etcetera, can employ a child under ten years of age, unless that child has attended a Communal School one year, and those who employ children of ten years of age must send them to the Night School. Looking at the Empire of Austria throughout, there are 65 per cent. of the children between seven and twelve years of age in average attendance daily at the Schools. Since Austria met Prussia in battle at Sadowa she has awakened to a sense of the value of Education, and has given to it a larger share of her attention than she gave before. In England, the "Revised Code" prescribed the principles on which the State assists Education, but there is an immense number of Schools which do not and will not have anything to do with the State. The English System is Denominational, and springs from and takes its initiative from Denominational zeal and local contributions. The Irish System is well known. In Scotland changes are perhaps impending; the Revised Code is not yet applied there in all its features, as in England. In Massachusetts, America, in 1636—that is, 16 years after the landing of the Pilgrim Fathers from the *Mayflower*—Harvard College was founded, and in 1642 enactments were framed for General Education in the Colony—the fundamental principles being that it should be "compulsory." The System remains much the same now. The Massachusetts Board was founded in 1837. The Schools are supported by local taxation. No child under ten years of age can be employed in any Manufacturing Establishment, and no child between ten and fourteen shall be employed unless he has been at School at least six months in the year preceding that of such employment, and no child under fourteen years shall be employed in a Manufacturing Establishment more than eight hours in a day. The System in Connecticut was matured in 1701, when a Tax for Education in each Township was established. In 1795 the "State School Fund" was founded for "Common Schools" by devoting to them the proceeds of a portion of Public Lands ceded

to the State of Ohio. In 1855 the following amendment to the Constitution of Connecticut was adopted, and it ought to be emblazoned on the walls of our chief public buildings in London, Manchester, Liverpool, and elsewhere: "Every person shall be able to read any article of the Constitution or any Section of the Statutes of this State before being admitted as an Elector." One wonders how such a law would operate in England. Suppose we were to prohibit children from going to work before ten years of age absolutely; and further, that we should provide that none should vote at elections, or in Parish Vestries, unless he could read; and further, that no Parent should receive out-door relief unless his children, up to a certain age, were sent to School, the Guardians paying the School Fees, might not these provisions, added to the strong inducements which the nature of almost all employments, except Agriculture, at the present day, carries with it to acquire the elements of learning, lead to some sensible improvement in the attendance at Schools, and clear the streets to a great extent of those "waifs and strays" whose time is spent in selling cigar lights, or tumbling for halfpence?

SUGGESTIONS FOR THE FURTHER IMPROVEMENT OF PUBLIC INSTRUCTION IN ONTARIO.

(From Doctor Ryerson's Special Report on the State of Popular Education in Europe and the United States.)

Many suggestions which I might here offer have been anticipated by the general remarks which I have made on European and American Systems of Popular Education.

I do not suggest at present any material amendment of our Grammar School Law; or any amendment of the general provisions of our Consolidated Common School Act; or any change in the mode of appointing any Officers authorized to administer it. But I do submit to the calm and favourable consideration of the friends of universal education, both in and out of the Legislature, certain modifications in some of the details and practical applications of our School System. . . .

The value of local supervision through the agency of County, instead of Township, Superintendents, has been tested in the various States, and from each of these States the gratifying intelligence comes that it has proved the most valuable feature of their School System. The Honourable J. P. Wickersham, the present Superintendent of Public Instruction in Pennsylvania, says:—

"It is not claiming too much for the office of County Superintendent to say that it has vitalized the whole System. To it more than to any other agency, or to all other agencies combined, we owe our educational progress during the last twelve years."

Constitution of County Boards of Examiners.—I think a great improvement may also be made in the constitution of County Boards of Examiners, which consist of Local Superintendents and all Trustees of Grammar Schools. If it were reduced to three competent Persons in each County it would be a great saving of time and expense, and contribute much to the efficiency of such Boards. Perhaps the County Judge, the County Superintendent, and a practical first-class Teacher, appointed by the County Council, or by a County Teachers' Association, would be as economical and efficient a County Board of Examiners as could be devised.

Permanent First-Class Certificates.—It appears to me also worthy of consideration, whether the First-class Teachers' Certificates ought not to be more permanent than they are; that while a First-class Certificate ought not to be given except upon the ground of efficiency of teaching, as well as of attainments, yet when once given, whether it ought not to be during life, unless revoked. . . . This assumes, of course, that the standard of qualifications of Teachers should be so raised as to prevent the licensing of any Teacher who is not qualified to teach the prescribed Programme of Common

School Education. . . . The secret of the success and efficiency of the School Systems of Holland, Switzerland and other European Countries, as also in the Cities and Towns of the neighbouring States, is traced to their securing thoroughly qualified Teachers, and the thorough oversight and inspection of the Schools. And it is of the unfitness of Teachers,—the employment of inexperienced and unqualified Boys and Girls,—that our American neighbours ascribe the deplorable inefficiency of many of their Country Schools. We should profit by the experience of both sides of the Atlantic. I am persuaded that if we protect the Teachers' profession against the intrusion of unqualified persons, we shall seldom, or never, be without a sufficient number of duly qualified Teachers in any County in Ontario. Besides, there are many Teachers, and they will be found in increasing numbers, worthy of a Provincial, or National, Certificate of Qualifications, available for life, (during good behaviour), in every part of the Province.

Protection of the Teachers.—The frequent change of Teachers has long been complained of as one of the most serious impediments to the progress of the Schools in many instances, as well as to the continuance of good Teachers in the profession. The fixing of a minimum Salary of Teachers is one means of abating the nuisance of low-graded and low-priced Teachers, and of keeping good Teachers in the profession;* but another means of scarcely less importance is to prevent the needless and injurious changes of Teachers. It will have been seen that in all the educating Countries of the Continent of Europe a Teacher, when once employed, cannot be dismissed without the concurrence of the Inspector, and, in some instances, not without the concurrence of higher authority. In England, Ireland and Scotland, Teachers are as secure in their places, during good behaviour and efficiency, as if they held office under Government. In Ontario, Trustees and people themselves, as well as Pupils and Teachers, should have better protection than now exists against changes as the result of mere personal feeling.

Adequate Accommodations for the Schools.—The law requires that the Trustees in each School Section shall admit to the School all resident applicants between 5 and 21 years of age; for whose instruction, in regard to both room and teaching, provision should, of course, be made. But complaints come from many School Sections that the Schools are utterly incapable of accommodating all the Pupils, who are, in some instances, literally packed in a School House, and that many of the School Houses are altogether unfit for use; yet the Trustees will do nothing to enlarge and improve them. Of course, there can be no proper discipline, or teaching, under such circumstances. . . . In the neighbouring State of New York, the County Superintendent has authority to condemn a School House as inadequate in size, (allowing a certain number of square feet for each Pupil,) or unfit for use, and that the School kept in such House cannot share in the Public School Fund, while such sentence of condemnation continues. Some such provision is required among us.

Power of Establishing Township Boards of School Trustees.—But the inconvenience and disadvantage of Small School Sections would be remedied by having each Township a School District, as in Massachusetts, Pennsylvania, and Ohio, with a Township School Corporation, or Board of Trustees, to arrange and manage all the Schools and School affairs of the Township. I explained and discussed this question at large in each County during my last official tour of Upper Canada, in 1865; I need not, therefore, dwell upon it here. A large majority of the County School Conventions concurred in my recommendations on the subject. I propose facilities to enable a majority of the

* In a Draft of a Public School Bill, in 1868, which Doctor Ryerson sent to the Members of the New Legislature of Ontario, to enable them to fully consider the proposed School legislation before the Meeting of the House, he proposed to fix the minimum salary of a Male Teacher in the Country Schools at $300, and of Female Teachers at $200. As the Bill was not proceeded with, nothing was done on that subject at the time. In 1907, however, the 39th Section of a Public Schools Act of that year provides for the raising of a special sum both by the Municipal Council and the Trustees of a School Section to aid in the payment of the Teacher's Salary, in addition to the Government Grant and the equivalent assessment by the County Council. Assistant Teachers are also aided in the same way.

Ratepayers, or their Representatives, in each Township, to establish Township School organization at their pleasure.*

High Schools for Girls.—I would suggest that more specific and effectual provision be made than has yet been made, for the better education of Girls. It is the Mother, more than the Father, that decides the intellectual and moral character, if not the material interests of the household. A well educated woman seldom fails to leave upon her offspring the impress of her own intelligence and energy; while, on the other hand, an uneducated, or badly educated, Mother often paralyzes, by her example, and spirit, all the efforts and influences exerted from all other sources, for the proper training and culture of her children. In the rural parts of the Country, the education of Girls, as well as Boys, must chiefly depend upon the Common mixed Schools; and on the improved efficiency of those Schools depends the education of nine-tenths of our Country's future population.† With three, or four, exceptions, there are with us not even high Central Schools for both sexes; there is only the Common Ward School; there is no High English School to teach the higher branches of English, including the elements of Natural History, Chemistry and Philosophy, and the proper subjects of a Commercial Education; much less is there a High School for Girls, embracing a Curriculum of Studies required for imparting a sound education for females. Our Grammar Schools do not supply this desideratum. From the beginning, in the State of Massachusetts, the duty to establish and support High Schools, as well as Common Schools, has been exacted of every Town (Township) of a given population. The fulfilment of a similar obligation should, I think, be required of each of our Cities and Towns, and a special apportionment should be made out of School, or other public, funds to encourage and aid in that special and important work.

The Common Schools Entirely Free.—I have also to suggest for consideration the important question of declaring the Common Schools Free throughout Ontario. The course pursued among us on this subject is different from that which has been adopted in the neighboring States. In the Free School States the Schools have been made Free by an Act of the Legislature. With us the Legislature, by the School Act of 1850, invested each School division, or section, with power to decide the question annually for itself. The question has, therefore, been discussed and voted upon again and again, for years [until 1871, when the Legislature passed an Act declaring that all Public Schools should be free Schools in the future]. . . .

Compulsory Education.—My last suggestion relates to the important subject of Compulsory Education,—a question very simple in itself, but much mystified and complicated by misapprehension.

The French Minister of Public Instruction, in his Report for 1865, gives, under the head of the "Relations between Public Instruction and Morality," statistical Tables, showing the effect of compulsory education in diminishing crime in the different Countries of Europe. He concludes with the following forcible and beautiful remarks:—

"We cannot afford to leave uncultivated, during perhaps the half of life, the precious treasures of popular intelligence, when we see that the progress of morality follows that of public instruction and general prosperity. The gain made by the Schools coincides with the loss sustained by the prisons."

I also remark, that if it is right to tax the property of all for the education of all, it must be equally right to see that all are educated; otherwise it is in so far raising money under false pretences.

Be it observed, too, that if it is the right of every child to receive such food and care as will nourish his body to maturity, he must have a higher right to such intellectual nourishment and care as will mature his higher powers of manhood. And if such be the inherent, divine right of the child, the State should protect the child

*A Paper on this subject will be inserted further on.

† This defect was remedied subsequently, and Girls were educated in High Schools and Collegiate Institutes, as well as Boys.

in the enjoyment of that right, against any Parent, or Guardian, who should, by neglect, or otherwise, attempt to deprive the child of such right.

Finally, I beg to observe, that every System of Public Education is a system of compulsion. Even a Public Grant for educational purposes is taking from each citizen something, whether he likes it or not, for the education of others. By the imposition of a School Tax for the erection of a School House, the payment of a Teacher, or other expenses of a School, each Rate-payer is compelled to pay, however unwilling, for those purposes. And if by such universal Tax on the property of a City, Town, or neighbourhood, the means of instruction are provided for every resident child of School age, has not every Tax-payer the right to insist that every child shall be educated? The Parent or Guardian may prefer a School at home, or Private, or other, School than the Public School for the instruction of his children. Well and good, let him be the sole judge of that.* But he has no right to the choice as to whether his child shall, or shall not, be educated at all, any more than he has the right of choice as to whether his child shall steal or starve, as long as he is a member of a civil community, whose whole interests are binding upon each member.

Every System of Public Instruction, being compulsory in its very nature, the compulsion to be educated should be co-extensive with the interests of the whole community. And that community which provides most effectually to free itself, and keep itself free, from ignorance and its consequences, contains within itself the elements of the greatest freedom. One of the freest States of the American Republic,—Massachusetts,—and the wealthiest State, in proportion to its population, and the most advanced in Science, Literature and Manufactures,—has, and has had from its commencement, the most compulsory System of Education in America, and pays, and has from the beginning paid, the largest proportional sum for its support, and made all its Public Schools Free, besides providing Reformatory Schools for the idle and vicious.

In my Report on the Systems of Popular Education in Europe, I have noted the compulsory feature of those Systems, and shown how it is carried into effect; and (under the head of "Compulsory Education,") I have extracted from the Report of the French Minister of Public Instruction, and from the Report of the French School Commissioner to Germany and Switzerland, a summary history of the law of compulsory education in different Countries of Europe. . . .

In all those European countries, where the law for compulsory education exists, the simple penalty of fine and temporary imprisonment has been found sufficient to give it effect, and with, perhaps, the addition of a milder penalty of imposing a special Rate-bill for absent School children, would secure the universal education of children a part of the year in all the Townships; while some additional provision might be required in "An Act for the Instruction of Idle and Truant Children in Cities and Towns," with, perhaps, Industrial Schools. . . .

During my last official tour of Upper Canada in 1865, a very large majority, (thirty-seven), of the County School Conventions adopted Resolutions in favour of compulsory provisions of Law to secure to all children from 7 to 14 years of age the benefits of School instruction 4 or 6 months each year. . . .

* The general law in Europe on this subject is summed up in the following statement of Mr. Kay, late Travelling Bachelor of the University of Cambridge. "The Germans and Swiss have always left to the Parent the greatest possible liberty of choice as to the manner in which he will educate his children; they have only said, 'the happiness and social prosperity of every Country require that all its members should be capable of thinking, be intelligent, and above all religious, he who does not educate his children is an offender against his Country, inasmuch as he lessens the probability of its prosperity and happiness; therefore such a Person must be punished, that other careless citizens may be deterred from following his example.' Indeed, by such a train of simple reasoning as this, the Prussian Government, as well as the Governments of Germany, Denmark, Switzerland and Sweden oblige every Parent to educate his children. He may send them to any School he pleases, in any part of the Country; he may have a private Tutor at home if he pleases; or the Mother may perform the office of Teacher. In all this the Government does not interfere. All that is demanded is, that as the State is immediately and essentially interested in the right development of the mind of each one of the citizens, the Country should have satisfactory proof that the children of every Parent are being properly educated in one way or another."

The object of these suggestions is to aid in perfecting our Educational System, that all parties labouring under it may be enabled to prosecute their work to greater advantage until there shall not be a child in the land ten years of age, and of a sound mind, who shall not be able to read and write well.

NOTE.—A Draft of School Bill was prepared and submitted to the Government by the Chief Superintendent. It provided for the carrying out of his various suggestions, and was laid before the Legislature during the Session of 1868, but was deferred for further consideration.

VISIT OF HIS ROYAL HIGHNESS ALBERT EDWARD, PRINCE OF WALES, TO BRITISH NORTH AMERICA, 1860.

The occurrence of so auspicious an event as the visit to these Provinces of our then future King, as Prince of Wales, has induced me to include in this record of that visit copies of the Educational Addresses presented to him in the various Provinces, and his replies thereto, and also the numerous spontaneous greetings which everywhere met him by groups of School Children which were gathered together in the various Towns through which he passed.

The following account of the Prince's Visit was written on the occasion by the Reverend Doctor Ryerson, in September, 1860:—

The Heir to the Throne of the British Empire visiting the Provinces of that Empire in America is a new fact in the history of both. Never was a Visit more graciously made, or more cordially received. The personification of Free Monarchical Government and the spirit of British North America liberty meet for the first time; and never was meeting more affectionate, or congratulations and Prayers more hearty. The Representative Person of majesty, and the Representative thousands of freedom, mutually embrace each other with ardour and earnestness that bespeak the strongest convictions and the deepest feelings.

Why is this? No favours are sought, or expected, on either side. The Visit is not diplomatic, nor are the greetings those of official cliques. The Visit is the expression of a Queen-Mother's affection to her son, and a Queen-sovereign's love to her free people; and the reception is the spontaneous ovation of all ranks, classes, parties and ages; the unanimous, concentrated heart of our whole Country, offering its warmest tribute of Love and Loyalty to the Filial Representative of the most beloved of Sovereigns, and the truest Guardian of civil and religious liberty.

The universal and cordial welcome to the Prince of Wales was the cordial homage of a virtuous people to parental, royal and personal virtue,—the intelligent appreciation by a free people of a principle of Government and Law, which is above party; which, like the Sun in the firmament, is no less impartial than universal in its benefits. . . .

The Visit of the Prince of Wales to these Provinces must have been one of great pleasure, profit and pride to His Royal Highness, as it has been one of great interest and satisfaction to all classes of their inhabitants. The interest of that visit has been not a little increased by the position and character of the Statesmen and other able and accomplished Gentlemen constituting the Prince's Suite. The presence of General Bruce,—holding the responsible office of Governor to the Prince,—could not fail to awaken pleasing recollections in the minds of many hundreds in Canada. General Bruce is known to be a younger brother of the Earl of Elgin; and he was, as Colonel Bruce, Lord Elgin's Private Secretary when Governor-General of Canada. As no one Governor ever contributed so much to settle the System of Constitutional Government, develop the Resources, and form the Municipal and Educational Institutions of Canada as Lord Elgin, so no Officer holding the office of Private Secretary to the Governor-

General, as Colonel Bruce did, or perhaps could have done, so much as he did to second his noble Brother's exertions, and, by his courtesy, kindness and ability to secure the respect and affection of all who ever had intercourse with him. The success and advancement of both Lord Elgin and General Bruce since their official connection with Canada ceased is no less gratifying to the people of this Country than it is honourable to themselves and to their Majesty's Imperial Government.

A prominent feature of the Prince's Tour in the British Provinces has been his welcome by the minstrel voices of thousands of Children, and his numerous personal visits to Educational Institutions and his liberal remembrance of them since his departure, 1860.

THE PRINCE'S TOUR IN BRITISH NORTH AMERICA.*

His Arrival at Newfoundland, July 24th, 1860.

His Royal Highness the Prince of Wales, on his first arrival in America, made his entry into St. John's, Newfoundland, on the 24th of July, and was received with every demonstration of joy. Among the most delighted of those who welcomed him, were the School Children, who sang "with heart and voice" the noble old National Anthem. On the departure of His Royal Highness, the School Children again assembled to bid him farewell, in the words of the same old grand melody.

The School Children at Halifax, Nova Scotia, July 30th.

From Newfoundland, the Prince proceeded to Halifax, in Her Majesty's steam-frigate *Hero*. He was accompanied by the Admiral of the North American Station, Admiral Milne, in Her Majesty's ship *Nile*, and was received with every demonstration of joy.

As the procession in Halifax passed from Granville into Barrington Street, the Prince stopped in front of the stand, which was completely filled with School Children, who sang the National Anthem as he approached, to which these two verses were added:

Welcome! our Royal guest;
Welcome from every breast,
From every tongue—
From hearts both warm and true,
Hearts that beat high for you,
Loudly our welcome due,
To thee be sung.

Prince of a lofty line,
The virtues all be thine,
Which grace our Queen:
To her we pay through thee,
Love, faith and loyalty—
Homage which fits the free!
God save the Queen!

Better singing there might be, but one must have lacked the better part of human nature to have listened to the clear voices of this child multitude singing out this simple welcome in the simply grand strains of the Anthem and not have been moved by it. The appearance of the Children, too, the Girls dressed in white, as they sang the verses, was one of the most touching things in the whole demonstration. A social feature in the arrangement is worthy of notice. There was a large number of Negro Children, and white and black were generally mixed together.

* Compiled from various sources by the Editor of this Volume.

THE PRINCE OF WALES AND HIS SUITE.

The Prince is the central figure, to his right are Sir Edmund Head and Major Tisdale, and to his left are Colonel Bruce and the Duke of Newcastle.

KING'S COLLEGE, WINDSOR, NOVA SCOTIA, AUGUST 2ND, 1860.

The Prince on reaching Windsor was received with a right loyal welcome. Windsor being a University Town, the principal Mottoes were:

"Principis est virtus nosse suos!"

Over the principal arch were the words:—

"Moenia ipsa atque tacta exultant!"

On his arrival at Windsor, the following Address was presented to him by this University Town:

May it please Your Royal Highness,—We, the loyal inhabitants of the Township of Windsor, of the County of Hants, in the Province of Nova Scotia, beg leave to approach your Royal Highness to offer the humble expression of a heartfelt welcome. Representing on this happy occasion the loyal feelings of the oldest University Town in Her Majesty's widely extended Colonial Possessions, we view it as our highest privilege and singular honour to be permitted to greet your Royal Highness in the immediate neighbourhood of an Institution founded by His Majesty King George the Third, the august and illustrious Ancestor of Your Royal Highness. Believing that the University of King's College, Windsor, has continued during successive years to answer the wise and benevolent purposes of its Founder, and knowing that in King's College, under the Royal Charter then granted, have been educated in Religion, in Literature and in Science a great number of the Clergy, many of the most distinguished members of the Bench and Bar in this and the neighbouring Colonies, many military men, whose heroic achievements have been widely celebrated, and several others, including members of the different Religious Denominations, equally conspicuous in the various walks of life, all of whom have ever manifested the firmest allegiance to the British Throne and Government. But we are aware that Your Royal Highness has only a few moments to bestow for this brief but ever memorable occasion. We are extremely grateful, and we hope that Your Royal Highness' visit to Nova Scotia may be agreeable to Your Royal Highness, as it is most welcome and most gratifying to us; and that on your happy return to Windsor Castle and to the renowned University in which Your Royal Highness is enrolled, Your Royal Highness may convey to Her Gracious Majesty, our beloved Queen, the assurance of the sentiments of inviolable loyalty to the Throne, and of affectionate veneration for the Constitution, which pervade all ranks and classes of Her Majesty's Subjects in this portion of her Dominions; and not least, the youth of our University, educated in a Town whose fortress was honoured by the presence, and still bears the name, of Her Majesty's illustrious Father.

THE PRINCE'S REPLY.

Gentlemen,—The Address which you have presented to me demands my acknowledgments. It is a pleasure to me to visit, even though it be but in passing, this Seat of Learning in British North America; to find that the sons of these Provinces are successfully pursuing, within the precincts of your Town, the Studies which I have myself abandoned, only for a time, that I might come to these Lands. I thank you for your kind recollection of my Grandfather, and for your loyal sentiments.

SCHOOL CHILDREN AT ST. JOHN, NEW BRUNSWICK, AUGUST 3RD.

From Nova Scotia the Prince proceeded to New Brunswick. Inside the gate of the Prince's Residence at St. John, were two thousand School Children, the

Boys in black and the Girls in white, who sang the National Anthem and strewed bouquets on the roadway. The following two verses of the anthem were added:

Through every changing scene,
O Lord! preserve the Queen,
In health to reign.
Her heart inspire and move
With wisdom from above,
And in a nation's love,
Her throne maintain.

Hail! Prince of Brunswick's line,
New Brunswick shall be thine:
Firm has she been.
Still loyal, true, and brave,
Here England's flag shall wave,
And Britons pray to save,
A nation's Heir.

The Prince was delighted, and came out and walked up and down the path with his Suite, bowing to the Children. It was a very pretty sight, as the Children cheered and clapped their hands, His Royal Highness, walked down the avenue, and thus gratified the dear little people. The youngsters departed delighted to their homes.

University of Laval College, Quebec.

The Prince visited the Laval University, where he received an Address from the Bishop and members of the Faculty of the University, who in their black Gowns, relieved by scarlet edgings, and fastened by scarlet tassels, were there to receive him. The Address was read in French and English as follows:—

May it please Your Royal Highness,—It is with feelings of the greatest respect that the Members of the Laval University beg leave to lay at the feet of Your Royal Highness their homage and the expression of their liveliest gratitude. They are happy to see within its walls the Heir Apparent of a vast Empire, the eldest Son of a noble Queen, whose domestic and public virtues the world acknowledges, and loudly proclaims the worthy Representative of that Gracious Queen to whom this University is indebted for the Charter of its erection, charged with the mission of receiving, in the name of our August Sovereign, the homage of Her faithful subjects. Your Royal Highness will, we fondly hope, deign to accept the expression of the deep gratitude with which we are filled towards Her Majesty. Actuated by this feeling, we pray Your Royal Highness to believe that the Professors and Alumni of this Institution will make it their constant endeavour to prove themselves worthy of the Royal favour. This, the first and only French Canadian University thus honoured with the Royal protection, will be a lasting monument of the desire of Her Majesty to provide for the happiness of all Her subjects, while it will form a new tie between their fellow subjects of French origin and the Mother Country, to whose care we have been committed by Divine Providence. It is true that, unlike Alma Mater Oxford, where Your Royal Highness matriculated, our existence cannot be counted by centuries, our Alumni are few, our Libraries, our Museum, our collections offer nothing to excite the curiosity of Your Royal Highness. Our beginning is but humble; our hopes are in the future. We trust in the future destinies of the Colony which, under the protection of England, is in the enjoyment of peace and abundance. We trust in the future of that glorious metropolis whose influence is so weighty in the civilized world. We place our trust in the protection and justice of that August Queen to whom we are indebted for so signal a mark of benevolence. We also place our trust in the young Prince, whom Providence will call one day to give on the Throne the examples of all those royal virtues he has inherited from the most gracious of Sovereigns and the noblest of Mothers.

His Royal Highness replied to both of these Addresses, in English, as follows:—

I accept with the greatest satisfaction the welcome which you offer me in your own name, as the Roman Catholic Bishops of the Province of Canada, and on behalf of your Clergy; and I assure you that I feel deeply the expression of your loyalty and affection for the Queen. I rejoice to think that obedience to the laws and submission to authority, which form the bond of all society and the condition of all the civilized world, are supported and enforced by your teaching and example. . . .

To you, gentlemen, who are engaged within the walls of this Building in the Education of the youth of the Country, I also tender my thanks. I trust that your University may continue to prosper, and that in future years its sons may look upon the days they have spent under your Instruction wtih the same gratitude and sense of the benefit they have enjoyed as I and others feel towards the more ancient Institutions of my own land.

On the 25th of August the Prince reached Montreal, where the School Children were assembled to welcome the Prince by singing the National Anthem.

University of McGill College, Montreal.

Among the Addresses presented at the Levee was the following one from the University of McGill College:

May it please Your Royal Highness,—We, the Governors, Principal and Fellows of the University of McGill College beg leave to congratulate Your Royal Highness on the safe arrival which Divine Providence has granted you in this distant part of the Empire, and to express our gratitude to Her Majesty the Queen and Your Royal Highness for the condescension and graciousness implied in this Visit to Her Majesty's Subjects in Canada. We call to remembrance, with great satisfaction on the present occasion, that we owe it to the Imperial Government, from the interest which it has taken in Education in this part of the Dominions of our Sovereign, that the University with which we are connected possesses the Royal Charter, which gives authority to its public acts for the advancement of sound Learning and Science. And, although this University, the oldest in Canada, may be said to be still in its infancy, and in this, as well as on account of the obstacles which in a new Country impede its progress, does not bear comparison with the venerable Institutions of the like nature in the Mother Country, we nevertheless beg to assure Your Royal Highness that it possesses in common with them the affection and sense of obligations that are due to our Sovereign Lady the Queen, and the happy part of the Empire over which She immediately reigns. We pray that Your Royal Highness may find this present Visit in every way agreeable and fruitful of pleasing thoughts throughout many years to come.

His Royal Highness expressed his thanks for the Address, and sent a written communication to the College through His Grace the Duke of Newcastle.

College of St. Hyacinthe, August 29th, 1860.

From Montreal the Prince proceeded to St. Hyacinthe and Sherbrooke. At the entrance to the St. Hyacinthe College-grounds, a triumphal arch of handsome proportions had been raised. It bore the following inscription:

"L'Intelligence, grandie par l'instruction gouverne le monde."

In the entire route to the College the crowd of spectators was dense and uninterrupted. A vast balcony had been erected in front of the College which bore the following words:

"*Salut a notre roi futur!*"

and was decorated with an immense number of small flags of every colour, bearing inscriptions pleasantly and happily applicable to the occasion. His Royal Highness was received by the Superior of the House, accompanied by a numerous body of the Clergy of the Diocese. On ascending to the College Hall, which was very handsomely decorated, a species of Throne elevated upon a dais was found prepared for the Prince's use. At each end of the Hall were inscriptions done in golden letters, to perpetuate the memory of the honour that day conferred upon the College. The first faced the Prince's seat, and was as follows:

"III. Kalh Septemb: MDCCCLX."

"*Perpetuum decus, alma dies, his œdibus affers.*"

The other, above His Royal Highness' Throne, was:

"*Non Anglica quondam ullo se tantum tellus jactabit alumno.*"

His Royal Highness having taken his seat,—the Superior presented the following Address of the College, which was graciously received by His Royal Highness:

May it please Your Royal Highness,—We, the Directors of the College of St. Hyacinthe, feel it our duty to present to Your Royal Highness a special homage of our profound respect. We can appreciate the high honour which Your Royal Highness does to an Institution so destitute of all that is capable of exciting interest, and we recognise in the condescension which you this day extend to this College a striking evidence of the importance which you attach to Education, the source of such noble enjoyments to the recipient, and the means so powerfully promotive of the prosperity of society. It is a solemn example that Your Royal Highness gives to the young Students of Canada, and one which, as our fortunate Pupils come to appreciate the value of the Studies to which they devote themselves, they will know how to profit by, when they reflect that the abode where they are taught was once visited by the Son of their August Sovereign, a Prince who will one day be their King, wielding one of the most powerful Sceptres of the Earth. The presence of Your Royal Highness in this Institution, often recalled a remembrance by the strong feeling of joy and of honour which it excites to-day, will produce in them a fervent love of learning, and more so as, from what they hear and from what they see of the eminent qualities to which such homage is paid—homage to the august dignity, and also to the person of Your Royal Highness,—they feel all that the training of the mind through the highest education can add of splendour to the gifts of a most generous nature, and to the greatness of the noblest blood. Under this impulse, long felt in this College, will be formed men who will honourably discharge the duties of life, who will be the devoted friends of that learning, whose glory should be the ambition of every nation, and which sheds such lustre on noble Albion; men who will be citizens animated by those sentiments which do honour to the British Subject—respect for authority, the sure guarantee of public order; love of liberty, which vouchsafes the rights of all; and that public spirit which prompts men to devote themselves to the glory and the prosperity of their Country. Religion which, by sanctifying, elevates all, will contribute to develop these

sentiments, and above all an unswerving loyalty to the authority that governs. The British Crown has the sublime Motto, "Dieu et mon Droit." By teaching our Pupils to fear and honour God, we instruct them in the respect due to authority. For God createst Kings, and calls them His Ministers. May Your Royal Highness deign to receive this assurance of our fidelity and of our most dutiful devotion to Her Majesty, our Most Gracious Sovereign, and to the august Heir of her Throne, and at the same time the homage of our profound gratitude for the great favour which has been extended to us; and may Your Royal Highness retain the thought that, thanks to the principles which are inculcated here and the encouragement received this day, our Pupils may henceforth repeat as a rule of life the words engraved upon your Arms—"Ich Dien," I serve—I serve my God, I serve my King, I serve my Country.

BISHOP'S COLLEGE UNIVERSITY, LENNOXVILLE, AUGUST 29TH.

At Sherbrooke, the following Address was presented:

May it please Your Royal Highness,—We, the Vice-Chancellor, Principal, Professors and other Members of the University of Bishop's College, Lennoxville, having received our Charter privileges as a University by the gracious act of our beloved Queen, respectfully ask leave, on this occasion of Your Royal Highness' Visit to Canada as Representative of Her Majesty,—and Heir Apparent to the Throne,—to express our gratitude for the same, and our veneration for the person, and loyalty to the Crown and authority of our Sovereign. Having arrived here fresh from a Course of Study at the most ancient University in England, Your Royal Highness can well appreciate the advantages of such Institutions, and the effects they are calculated to produce upon the character of the people. As far as our limited means and opportunities will enable us in these days of the infancy of our University, it will be our endeavour to promote sound learning and true Religion amongst the inhabitants of this Province, and to train up the rising generation in feelings of affection for the Mother Country, and loyalty to their Sovereign,—so that, whenever it shall please Almighty God that Your Royal Highness shall proceed to the responsibilities and greatness of the Imperial Throne of England, we may hope that you will find in these noble Transatlantic Possessions hearts as true and loyal to you as they now are to your august Mother, Her Most Gracious Majesty Queen Victoria, whom God preserve.

ST. FRANCIS COLLEGE, RICHMOND, AUGUST 29TH.

An Address from the Authorities of the St. Francis College, of Richmond, was also presented by the Right Honourable Lord Aylmer, who resides in that neighborhood, and takes a warm interest in the College. Replies were to have been forwarded to these Addresses by post.

THE PRINCE AT OTTAWA, AUGUST 31ST.

One object of the Visit of the Prince of Wales to Canada was to lay the Foundation Stone of the new Parliament Buildings at Ottawa, which he did. See page 321.

SCHOOL CHILDREN AT BROCKVILLE, SEPTEMBER 3RD.

From Ottawa the Prince proceeded, *via* Arnprior, to Brockville. The following verses in addition to the National Anthem were prepared for the Children's

reception of the Prince, by the Chairman of the Brockville Board of School Trustees:

Lord, grant the Prince may be,
Grounded in love to Thee,
In all his ways.
Lighted by Heaven's rays,
May he so guard his ways,
To earn a nation's praise,
God bless the Prince!

O Lord, with Thy right arm,
Shield Thou our Prince from harm
Long may he live!
May he in honour's cause,
May he in virtue's laws,
Ever lift up his voice—
God bless the Prince!

The Prince at Kingston, September 5th.

Although no College Address was presented to the Prince at Kingston, a deputation from the University of Queen's College attended on board the *Kingston*, along with the Synod of the Presbyterian Church; and a "University Ode," composed by Mr. John May, a graduate, on the occasion of his Royal Highness' visit to the Province, was, with His Royal Highness' permission, presented by Professor Williamson, Chairman of the Senate, and was graciously received by the Prince.

The Prince at Cobourg, September 6th.

At Cobourg the Prince was most enthusiastically received. Among the numerous handsome decorations of the Town of Cobourg, there was erected by the authorities of Victoria College a substantial and very beautiful triple Arch. The three Arches were each surmounted with a Crown. Over the Arches on the Western front ran the following appropriate superscription in white letters:

"*Univ. Coll. Victoria Filium Victoria Salutat!*"

This front of the Arch was also most tastefully adorned with flowers, and over the centre of the middle arch was displayed the crest of His Royal Highness. The whole arch was beautifully proportioned and finished with excellent taste and skill by the Students of the College, after a design by Mr. J. H. Dumble. Besides the College arch, there was, on College Street, the Grammar School Arch, erected under the superintendence of Captain Borradaile. Bats, Balls, and other Cricketing symbols interspersed with various Latin Mottoes, formed peculiar characteristics of this Arch. The Mottoes read a follow:

"*Hæc olim meminisse juvabit,*"

"*Sensere quid mens rite quid idoles. Nutrita faustis sub Penetralibus. Posset.*"

"*Tuque dum procedis, Io Triumphe!*"

University of Victoria College, September 6th.

At the Levee, on his arrival at Cobourg, the following Address, among others, was presented by the Reverend President Nelles, to the Prince:

May it please Your Royal Highness,—We, the Senate, Alumni and Students of the University of Victoria College, present to Your Royal Highness our loyal greetings and most cordial welcome. The visit of Your Royal Highness to this Humble Seat of Learning will ever be remembered by us with gratitude and pride, and the annual recurrence of the day, celebrated with festivity and joy, will enable us to give renewed expression to those feelings of devoted attachment to the British Throne which it is

our duty and happiness to cherish. Our infant University cannot boast of architectural grandeur or princely endowments, but we may refer with pleasure to the fact that, although established and chiefly sustained by voluntary contributions, she was the first University in actual operation in this Colony, while she is, we believe, second to none in the number and character of her Graduates. Founded as our Institution is by Royal Charter, and honoured with the name of our illustrious and noble Queen, we desire that loyalty, patriotism and Religion may unitedly animate the Education imparted within her walls, and that the study of the unrivalled Literature of our Father-land, combined with the teachings of the Great Masters of Greece and Rome, may render Canadian youth not unworthy of their Saxon origin and language. We implore upon Your Royal Highness the Divine Blessing. May you live to become the Sovereign of this great Empire, and may your reign be as happy and benign as that of your august and revered Mother.

The Prince's Reply.

Accept my thanks for an Address which, proceeding from the Senate and Students of a College which bears the name of the Queen, my Mother, and is devoted to the Education of the youth of this Province, affords me peculiar pleasure. I wish your University every success, and earnestly hope that in future years it may spread the blessings of a sound education to the rapidly increasing population in the midst of which it is erected.

The Address of the Town Council, which was read by the Mayor, John Beaty, junior, M.D., was as follows:

With no small degree of pride we advert to the fact that our Town, forty years since, was called Cobourg, in honour of the first union contracted between paternal house of your Royal Highness and the Royal Family of Great Britain; and with profound pleasure we now do homage personal to the Prince of Cobourg. Nearly twenty years since the College which adorns our Town was named Victoria,* in honour of the then Royal Princess, who has since won the unbounded love of Her Subjects and the admiration of the World by the unrivalled virtues which adorn Her character as Sovereign and Mother.

Upper Canada Academy was founded in 1832, and erected into a University College in 1841.

The Prince at Peterboro', September 7th.

The Prince arrived from Cobourg, and drove in procession to the Court House grounds. As soon as he appeared on the Platform, the thousand School Children sang the National Anthem to which had been added the following appropriate verse:

Grant, Lord, our fervent prayer,
Still for old England's heir,
Thy love evince.
Watch o'er his early days,
Guide him in wisdom's ways,
So shall he sing Thy praise,
God save the Prince!

* The Queen ascended the throne in 1837. In 1841 the Academy was erected into a College.

The Prince at Toronto, September 8th.

At Toronto the Prince was received with the greatest enthusiasm. After the presentation of the Address on the Dais of the Ampitheatre on John Street, Mr. John Carter gave the signal for the Children's welcome to the Prince. This they responded to by uniting their 5,000 voices in singing the grand old "National Anthem," in a manner which had never before been equalled in Toronto, and many were affected by it who were unused to such emotion. (The Prince himself was so deeply touched by the scene, that he requested Mr. Carter to favour him on another day with a repetition of the anthem, which was accordingly done.) The procession then defiled before His Royal Highness, and greeted him with hearty cheers. Its second division was arranged as follows:

The Toronto Grammar School.
The Officers and Members of Boards of School Trustees.
The Normal and Model Grammar Schools.
The Officers of Education Department and Council of Public Instruction.
Upper Canada College.
The University of Trinity College.
The University of Toronto, and University College, with other Affiliated Colleges and Institutions.

University of Trinity College, September 8th.

After the presentations at the Levee, the following Address was presented to His Royal Highness:

May it please Your Royal Highness,—We, the Chancellor, Masters and Scholars of the University of Trinity College, Toronto, beg to express to Your Royal Highness our heartfelt congratulations on the occasion of your Visit to this Province, and our grateful sense of the kindly interest which you have thus shown in the welfare of the Colony. While we gladly recognize the many obligations under which we lie, in common with all our fellow-subjects in this Province, to loyal attachment to the Throne of Great Britain, and to its present most gracious Occupant, it is our special duty to acknowledge the distinguished favour which Her Majesty the Queen has conferred upon us, by conveying to us, under her Royal Charter, the full privilege of a University. Her Majesty, in that Charter, has been pleased to declare her willingness "to promote the more perfect Establishment within the Diocese of Toronto of a College in connection with the United Church of England and Ireland, for the Education of Youth in the Doctrines and duties of the Christian Religion as inculcated by that Church, and for their Instruction in the various branches of Science and Literature, which are taught in the Universities of the Kingdom." It will ever be our pride, as it must ever be our duty, faithfully to execute the trust thus graciously confided to us, both by the inculcation of sound Religious Principles, and by the communication of all useful Secular Learning. In attempting to discharge this duty, we are assured that we can propose to ourselves no better model than that of the ancient Universities of England, with the Studies of one of which Your Royal Highness is already familiar, while we learn with satisfaction that it is your design to form a like intimate acquaintance with the other. It will be our aim, by the Blessing of Almighty God, to perpetuate in this Colony that spirit of old English faith and loyalty by which the Members of our Communion have ever been distinguished at Home, and by which we trust that they will still be recognized in every Land in which our Church is planted under the protection of the British Crown.

The Prince's Reply.

I thank you sincerely for the expression of loyalty and attachment to the British Crown contained in your Address, and for the welcome you have given me to this City. The Institution from which the Address proceeds is one of the utmost importance to the Colony, inasmuch as it is destined to train those to whose care are committed the spiritual interests of the Members of the Church of England. I know the difficulties under which you have laboured, and sincerely hope that you may successfully surmount them.

The College was beautifully decorated with Chinese and Japanese lanterns, and a very large star in Cremorne lamps.

The Prince at Collingwood, September 10th.

At Collingwood the School Children welcomed the Prince by singing "God Save the Queen."

University College and University of Toronto, September 11th.

His Royal Highness visited the University Buildings, and was received at the Entrance by the Chancellor, Vice-Chancellor, President of University College, and other Members of the Senate, and conducted to the Convocation Hall. Upon the dais, was a beautifully executed Chair, for the use of the Prince, with a plume and the letters "A.E." worked thereon in Maple. On the wall, at either side, were arranged Heraldic Shields, while, on the Wall over the Gallery meeting were inscribed the words

"Imperii spem spes Provincia salutat."

As the Prince entered the hall, the Students gave him three hearty cheers.

The Chancellor then read the following Address:

May it please Your Royal Highness,—We, the Chancellor, Vice-Chancellor, Senate and Graduates of the University of Toronto, and the President, Council and Members of University College, desire to welcome Your Royal Highness with loyal and dutiful respect on your visit to the Capital of Upper Canada, and gladly avail ourselves of this auspicious occasion to renew the assurance of our devoted loyalty to the Queen, and to express our grateful appreciation of the manifold blessings which we enjoy under Her Majesty's benign sway. Fresh from the advantages of England's most ancient University, Your Royal Highness now honours with your presence the Academic Hall of this young Province. The pleasures and profit united in the purest of Collegiate Studies have already been enjoyed by you, and we doubt not that our efforts to extend the same Educational privileges among our Canadian Youth will command your sympathy. Framed as our System is upon the model of the Institutions of our Mother Country, while adapted in its details to the special wants of this portion of the Empire. To this great work, which involves the intellectual advancement of Canada, our best energies have been directed. By its means the first advantages of liberal culture, and Academic honours and rewards are placed within the reach of all who are prepared to avail themselves of their untrammelled facilities; and, under the Divine Blessing, our exertions have already been crowned with such success as encourages us to anticipate a noble future for our Provincial University and College. The high gratification which we feel on welcoming in the Heir of the British Crown, the destined successor

of our Royal Founder, is specially enhanced to us by the consideration that, alike by study and travel, Your Royal Highness is being trained for the duties of the exalted position you are born to occupy. In these Halls, devoted to the training of the Youth on whom the future hopes of Canada rest, we welcome you as the hope of this great Empire. We rejoice to recognize in our Prince the promise of qualities which will render him worthy to inherit the Crown of our beloved Queen, whose virtues are associated with the glories of the Victorian era, and whose Sceptre is the guarantee of equal liberties enjoyed in this, as in every Province of Her world-wide Dominions.

The Prince's Reply.

I rejoice to receive the assurances of your loyalty to the Queen and your appreciation of the blessing enjoyed under her sway by every portion of her Empire. I am, at this moment, a Member of a more ancient University, but I am not, on that account, the less inclined to respect and honour those whose efforts are directed to the spread of knowledge and learning in a young Country. I sympathize heartily with the efforts which you are making on behalf of Science and Literature. I believe that much depends on your exertions, and I earnestly hope that the best evidence of the successful exertions of the University of Toronto may hereafter be found in the progress and prosperity of Canada.

It was then moved by the Vice-Chancellor, seconded by the Rev. President of University College, and resolved: "That His Royal Highness, Albert Edward, Prince of Wales, be admitted to the standing of a Student of the Second Year in the University of Toronto." The Resolution was carried with acclamation.

Upper Canada College, September 11th.

After the Prince had enrolled his name in the University Books, the Principal read the following Address:

May it please Your Royal Highness,—We, the Principal and Masters of Upper Canada College, beg to approach Your Royal Highness with sentiments of devoted loyalty to Her Most Gracious Majesty the Queen. The Institution with which we are connected is amongst the earliest of the educational benefits conferred upon this Province by the enlightened liberality of your illustrious relative, His Majesty King George IV. Establishment in 1829 by Royal Charter, Upper Canada College has since continued to discharge a most important work in the Education of many hundreds of Canadian youth, numbers of whom have been enabled, under the Divine Blessing, to serve their Country and the Empire with credit in various honourable positions. The Danube, the Crimea, and the still more recent battle-fields of India, stained with their life-blood, have witnessed the daring and devotion of Upper Canada College Boys; and among the Officers of that Regiment which boasts Your Royal Highness' name are several whose career in Upper Canada College gives promise of good service to their Country should opportunity offer. It is our grateful duty and our privilege, along with the sound and Religious Training which characterizes the time-honoured Grammar Schools of England, to inculcate in our Canadian Youth attachment to the Land Institutions of their Forefathers, and so as to educate both mind and body that they may be fitting and useful members of the great Empire to which it is our pride to belong. In those of our youth who are now passing under our care, we cannot, on this happy occasion, forget that we see many who are destined to take prominent parts in the future of this young Country at a time when, in the order of Providence, Your Highness shall hold the Sceptre, which is now so benignly swayed by your august Mother; and the recollection of this Royal Visit will, we fervently trust, stamp an indelible impress of reality on

the abstract sentiment of loyalty, and knit the hearts of the rising generation inseparably to the youthful Heir to the mightiest Empire in the World.

The Prince replied to the College Authorities, and then to the Boys in a few pleasant words. The Prince and Suite, on leaving the Convocation Hall, proceeded to the Library, where they were received by the Boys of Upper Canada College, who occupied the Galleries. On entering, three hearty cheers were given for the Prince, and three more on his leaving the Library.

Education Department, Upper Canada, September 11th.

At the Education office and Normal School Building, the Prince was received by the Chief Superintendent of Education and Officers of the Department, and also by the Members of the Council of Public Instruction. The Students of the Normal School and the Children of the Model School, Boys and Girls, were placed in the body of the Theatre of the Building, while the Gallery was occupied by the general public. Upon His Royal Highness entering the Room the Students and Children rose, and heartily sang God Save the Queen, followed by three enthusiastic cheers for the Prince, who looked smilingly on and seemed delighted with the sight before him. The Prince was presented with a bouquet by a Pupil of the Girl's Model School.

Judge Harrison, the Chairman of the Council, read the following Address:

May it please Your Royal Highness,—The Council of Public Instruction for Upper Canada beg to unite with the many thousands of our fellow subjects in welcoming you to a Country first selected as a home by the United Empire Loyalists of America. To us, as a Body, has been assigned the task of establishing Normal and Model Schools for the Training of Teachers, of making the Regulations for the Government of Elementary and Grammar Schools throughout the Country, and of selecting the Text-books and Libraries to be used in them; while on one of our number has been imposed the duty of preparing and administrating the School Laws. It has been our aim to imbibe the spirit and imitate the example of our beloved Sovereign in the interest and zeal with which Her Majesty has encouraged the Training of Teachers, and the establishment of Schools for the Education of the masses of Her People; and we have been nobly seconded in our efforts by our Canadian fellow-subjects at large. At the commencement of our labours in 1846 the number of our Schools was 2,500, and the number of the Pupils in them was about 100,000. At the present time we have the Educational Buildings now honoured by the presence of Your Royal Highness, where Teachers are trained, and Maps, Apparatus and Libraries are provided for the Schools; and those Schools now number 4,000, attended by 300,000 pupils. In the Song and Text-books of the Schools, loyalty to the Queen and love to the Mother Country are blended with the spirit of Canadian Patriotism, and Christian Principles with sound knowledge are combined in the Teaching and Libraries of the Schools. With all our Canadian fellow-countrymen, our earnest prayer is "Long live the Queen." But whenever, in the order of Providence, it shall devolve on Your Royal Highness to ascend the Throne of your august Ancestors, we trust the System of Public Instruction, now inaugurated, will have largely contributed to render the People of Upper Canada second to no other People in your vast Dominions, in Virtue, Intelligence, Enterprise and Christian Civilization.

The Prince's Reply.

The Progress of Canada has excited my admiration, but there is no subject in which your efforts appear to have been more glorious than in the matter of Public

Education. You have, I know, the assistance of an able administrator in the person of your Chief Superintendent, and I hope that the Public Education of Upper Canada will continue to emulate the principles of Piety, Obedience to Law, and Christian Charity among a thriving and industrious population. Accept my thanks for the welcome now offered to me within the walls of this great and important Establishment.

The Pupils then sang, with fine effect, the following School Song by Mr. Muir, entitled "Hurrah! Hurrah for Canada!"

Hurrah! Hurrah for Canada!
Her Woods and Valleys green;
Hurrah for dear old England!
Hurrah for England's Queen!
Good Ships be on her Waters,
Firm Friends upon her Shores;
Peace, peace, within her borders,
And plenty in her stores.

Right loyally we're singing,
To all Nations make it known,
That we love the Land we live in,
And our Queen upon her Throne.
Long may the Sons of Canada
Continue as they've been,
True to their Native Country,
And faithful to their Queen!

The Prince returned his acknowledgements, and expressed to Doctor Ryerson the pleasure he experienced. He was then conducted to the Council Chamber, the Library and Map Depository, the Museum and other portions of the Building. In the Library the Officers of the Department and Schools and Members of the Council were severally presented to him, and he there signed his name "Albert Edward P." in a neat, legible, pointed hand. The Duke of Newcastle, the Earl of St. Germans, Sir Edmund Head, General Bruce, General Williams, and other Members of the Prince's Suite, as also Lady Franklin, who was present, also signed their names in the Council Book. A fac-simile of these signatures appears on next page.

On his visit to the Museum and the Educational Depositories, his Royal Highness expressed himself much pleased with the various specimens of Philosophical Instruments, Maps, and Globes, of Canadian Manufacture, which were shown to him. The Duke of Newcastle, who is Chairman of a British Commission on Education, made many enquiries, and requested Doctor Ryerson to furnish him with some written information on the subject, which he did. On a previous evening, the Prince with Major General Bruce and Lord Lyons, Ambassador at Washington, also visited the Institution, and made many enquiries. After remaining in the Building for upwards of an hour, the Prince took his departure, amidst the cheers of the assembled crown, and ejaculations of love and admiration for His Royal Highness.

Among those in the Suite of the Prince of Wales who visited the Education Department was Doctor Acland. He said:

I would add the expression of the deep respect which I felt for the exertions which have led to so splendid an educational consummation as your Department, including the Normal School of Upper Canada, presents, and I should have felt it a most happy and cheering reward for a Transatlantic journey had I seen this evidence alone of what is being done for the next generation of this great Province.

Toronto, September 11th, 1860. H. M. Acland, *Prince's Physician.*

Albert Edward P.

Newcastle

September 11th, 1860

Sr. Gervais

Robert Bruce
Md General

W. F. Williams
Lt Genl.

[redacted]

G. Grey Vice Adm. Sir Fras.

[redacted] Capt. R. Engrs Bt.

Francis Retallack.
Captain 63d Regt & Military Secretary.

Gardner D Englehart
Barrister at Law.

Henry W. Acland M.D. F.R.S.
Regius Professor of Medicine, Oxford

S. Henry Seymour
E. W. Van Straubenzie - Commodore R.N.
Capt. Hon. Thos. Ariadne

Jane Franklin.

Illumination of the Education Department Buildings.

On the night of the Prince of Wales' arrival, the Buildings of the Education Department presented a most beautiful appearance, and the illuminations and Decorations perhaps exceeded, in taste and novelty of design, any other in the City. First of all there was a flag-post, 90 feet above the Cupola, suspended from which was the Union Jack. On either side waved the Ensigns of St. George, St. Patrick, and St. Andrew. Placed within the Cupola was a Bust of Her Majesty Queen Victoria, underneath a Canopy trimmed with Crimson Cloth. Surrounding the Cupola were large Globes, with a number of Reflectors attached, so as to reflect the profile of Her Majesty. At the top of the cornicing, and in the centre of the Building, was a large Crown, supported by the letters "V. R." The four Ionic Columns in front were decorated with variegated lamps running up the whole length of the pillars. On each Recess of the Building were placed the Shields representing England, Ireland and Scotland. Beneath the Crown, in the centre, was the Coat of Arms in tasteful relief of the Education Department. It was prepared by Doctor May, Clerk of Libraries, and was most tastefully executed. The words *Religio, Scientia, Libertas* on the Arms were well displayed; and the Cornucopia, with its overflowing fruit, presented a very pretty appearance. On each side of this was a transparency, painted on glass, of the Prince of Wales' Coat-of-arms. In the front recesses were the words, "Welcome to Canada!" and "Long Live our Prince!" in large letters, encased in various coloured glass. Both the right and left wings of the Building were adorned with the Prince of Wales' Plume and the letters "A. E." in coloured glass. The whole of the Building was neatly festooned, and in such a manner as not to hide the beauty of the Architecture. In the windows there were no less than 1,200 transparencies, chiefly of the Rose, Shamrock, Thistle, and Maple Leaf.

Knox (Theological) College September 11th.

After leaving the Education Department, His Royal Highness proceeded to Knox College, where he received the following Address:

May it please Your Royal Highness,—We, the Principal, Professors, and other Members of the Senate of Knox (Theological) College beg leave to offer our cordial congratulations on Your Royal Highness' Visit to this part of Her Majesty's Dominions. We gladly embrace the opportunity which it affords of testifying our dutiful regard for our gracious Queen and the Royal Family, and our appreciation of the protection we enjoy under the shield of British Law in the prosecution of our Literary and Religious labours. We assure Your Royal Highness of the one sentiment of loyalty to the British Crown which animates alike Teachers and Students in the Institute we preside over. We trust we shall aim at making fit return for the invaluable civil privileges afforded to us by Divine Providence, by training the Young Men committed to our charge in such sound Religion and Moral Principles as may qualify them to diffuse among others the knowledge of that Righteousness which exalteth a Nation. Accept the expression of our fervent wishes for Your Royal Highness' protection by sea and land, and of our earnest hopes that the visit you now make to these parts of the World may be no less gratifying to our Royal Visitor than it is fitted, we are persuaded, to strengthen the ties that bind us all to the British Throne, and to subserve your Royal Highness' preparation for the high ulterior functions to which Divine Providence may one day call you.

The Duke of Newcastle's Reply on Behalf of the Prince.

I have the honour to convey to you the thanks of His Royal Highness the Prince of Wales for the Address presented to him by the Principal, Professors and other Members of the Senate of Knox College. Newcastle.

The Reverend Doctor Willis, with such of the Senate as were present, conducted His Royal Highness to the Library. The Prince recorded his name in the Visitor's Book, after the Principal had stated in concise terms the history of the Institution. Referring to the Address presented to His Royal Highness Doctor Willis said that their young College had little to show; but it had already trained nearly one hundred Scholars for the Sacred Office of the Ministry.

The Prince at Guelph, September 12th.

On his way to London, the Prince was enthusiastically received at Guelph. On his arrival at the Railway Station, the Children of the Public Schools sang the National Anthem, including the following verse at the close:

Crown with each kingly grace,
Wisdom and righteousness,
Our youthful Prince,
Strong in the nation's might,
May he defend the right,
Turn all his foes to flight,
God save the Prince.

The Prince at Berlin, September 12th.

At Berlin where the Prince was also cordially received, a loyal address in German was presented to him. He made a verbal reply in German, thanking the German people most affectionately for their kind wishes and Address.

The Prince at London, September 12th.

At London the Royal Carriage stopped in the centre of the semi-circular erection that had been built for the Children of the Public Schools. Here the little ones to the number of three thousand commenced cheering and waving their handkerchiefs, and when the Royal carriage was drawn up in front of them, sang the "National Anthem" in good style. This was one of the most interesting sights of the day. The departure of the Prince, like his arrival, was the signal for loud cheering on the part of the youngsters, and their little voices seemed to vie with each other in doing honour to their Royal Visitor.

The Prince at Sarnia, September 13th.

Arrived at Sarnia, the Prince entered one of the prettiest pavilions he had yet seen. Around it about 5,000 people were seated, including 200 Indians from the Manitoulin Islands. The Indians were adorned with Hawks' Feathers and Squirrels' tails, as to their Heads, with Silver Ornaments in their Noses, Moccasins on their Feet. One of them a striking figure named Kan-wa-ga-shi, or the Great Bear of the North, delivered an Indian Address to the Prince, which was translated to him by the Indian Interpreter, who, as the Red man finished

each phrase and folded his arms, gave the meaning of what was said. The Address was as follows:

BROTHER, GREAT BROTHER,—The sky is beautiful. It was the wish of the Great Spirit that we should meet in this place. My heart is glad that the Queen sent her eldest Son to see her Indian subjects. I am happy to see you here this day. I hope the sky will continue to look fine to give happiness both to the Whites and to the Indians.

GREAT BROTHER,—When you were a little Child your Parents told you that there were such people as Indians in Canada, and now, since you have come to Canada yourself, you see them. I am one of the Ojibeway Chiefs, and represent the Tribe here assembled to welcome their Great Brother.

GREAT BROTHER,—You see the Indians who are around you; they have heard that at some future day you will put on the British Crown and sit on the British Throne. It is their earnest desire that you will always remember them.

The Prince replied verbally that he was grateful for the Address; that he hoped that the sky would always be beautiful, and that he should never forget his Red Brethren.

As each phrase was interpreted to the Indians, they yelled their approbation —the sound they uttered seemed like "nee wugh."

The Chief shook hands with the Prince and the Governor, the others bowed as their names were called, and to each his Royal Highness gave a Medal with the likeness of Her Majesty on one side—the Royal Arms on the other. Then the Red men brought forward a Box and gave it to the Prince. It contained a Tomahawk, Bow and Arrows, Wampums, Pipes of Peace and other Indian curiosities. His Royal Highness graciously received the present.

CANADIAN LITERARY INSTITUTE, WOODSTOCK, SEPTEMBER 14TH.

At Woodstock (on his way to Niagara Falls), where, among other Addresses, the Prince received the following from the Baptist Literary Institute, which was read by the Principal, the Reverend Doctor Fyfe.

May it please Your Royal Highness,—We, the Principal and Trustees of the Canadian Literary Institute, beg leave heartily to congratulate Your Royal Highness on your auspicious Visit to this Province. The Institution which we represent is designed to impart a higher Academic Education both to Males and Females, and also to Educate Young Men for the Ministry, in connection with the Baptist Denomination. We deem it a happy event in our history that we have so favourable an opportunity of expressing our devoted loyalty to our beloved Sovereign, your Royal Mother, and our firm attachment to British connection. Our Prayer and Hope are that you may be enabled to recall with pleasure your visit to Canada, where your presence has gladdened so many loyal hearts.

THE PRINCE'S REPLY.

I thank you sincerely for the Address which you have presented to me. In the Queen's name I acknowledge the expressions of your loyalty to Her Crown and Person; and for myself, I am grateful to you for this welcome given to me by your Institute.

THE PRINCE AT QUEENSTON HEIGHTS, SEPTEMBER 18TH.

When the Prince arrived from Niagara Falls, he received an Address from the Veterans of 1812, and proceeded to lay the Cornerstone of an Obelisk on the

spot where the gallant Sir Isaac Brock fell. Most of the Veterans were dressed in the quaint Uniforms of their time. They were all old men.

On the south side of the Monument, a platform was erected, on which the Prince received the Address. At the foot of it were collected the heroes of 1812; some in their old uniforms—and almost all with medals on their breasts. There were collected a few survivors of the young spirits who were the life and soul of the war; those whose names are written in the history of their country for their gallant deeds and the high position to which they have since attained. Among them were such men as Sir J. B. Robinson, the Bishop of Toronto, Judge McLean, Sir E. P. Tachè, Sir A. MacNab, Mr. R. Stanton, the Honourable Mr. Gordon, the Reverend George Ryerson, the Honourable W. H. Merritt, Colonel Kingsmill, the Honourable Mr. Dixon, Colonel James Clark, Colonel E. W. Thompson, Colonels Duggan, H. Ruttan, Macdonell, and Major Wm. Cawthra.

As His Highness reached the Platform, he greeted the Bishop of Toronto and the other gentlemen present with sundry courteous bows, Sir John Beverley Robinson presented the Address, to which the Prince made a gracious reply.

The Prince at Hamilton, September 18th.

The Prince was well received at Hamilton, where about 2,500 Children of the Public Schools were ranged. When the Prince drew near, their voices were raised in song, He bowed repeatedly, and looked pleased and happy. At the Central School, he was received by the Trustees and Teachers of the School, several of the Clergymen of the city, Reverend Doctor Ryerson, Chief Superintendent of Education, and several members of the Corporation. He was conducted through the Building—by the Principal, Mr. A. McCallum. Before he left the Building all the Children, who were nicely dressed, sang "Welcome," a piece composed for the occasion, and "God Save the Queen," in a very fine style, and the following Address was presented to him:—

May it please Your Royal Highness,—We, the Chairman and Members of the Board of School Trustees, beg to approach Your Royal Highness with our loyal and dutiful respects, and in our own name and in the name of the Teachers and Pupils of the several Schools under our care we most heartily and lovingly greet you on your auspicious arrival in this City, and we gratefully bid you a joyous welcome. Among the great and manifold blessings we enjoy under the benign sway of our most gracious Sovereign, your august and honoured Mother, we especially prize the System of General Education established in this Province, which, if matured and maintained, will soon render a good Common Education a young Canadian's birthright altogether irrespective of his class, colour, or condition, and access to the School-house the privilege of all. In all our Schools, together with the appropriate Lessons in the great principles of Religion and Patriotism, Loyalty and Charity are kindly but affectionately inculcated, and we feel assured that the condescension of Your Royal Highness in visiting this and the other Schools of Learning in the Province will not only greatly encourage the work of Education, but will also foster and perpetuate in the minds of the young that profound sentiment of devoted loyalty which widens the tie which binds us as a People to the British Crown, and which will hereafter strengthen the pillars of that illustrious Throne which, in the Providence of God, you may be called upon to occupy. We gladly avail ourselves of this occasion to renew our assurance of loyalty to the Queen, and of high personal regard for Your Royal Highness. May the recollection of your present extended Tour be to you a source of future satisfaction, and may your further journey be prosperous and your return home safe and happy.

The Duke of Newcastle's Reply.

I have the honour to convey to you the thanks of His Royal Highness the Prince of Wales, for the Address presented to him by the Chairman and Members of the Board of School Trustees for the City of Hamilton.—Newcastle.

The Inauguration of the Victoria Bridge at Montreal.

Addresses to the Prince from the Legislature and From the Grand Trunk Railway

As the Legislature had invited the Prince to formally open the Victoria Bridge, both Houses, in their addresses to His Royal Highness at Quebec, thus referred to the great work. That of the Legislative Council contained this paragraph:

Though the formal opening of the Victoria Bridge, known throughout the world as the most gigantic effort in modern times of engineering skill, has been made a special occasion of Your Royal Highness' visit, and proud are we Canadians of it, we yet venture to hope that you will find in Canada many other evidences of greatness and progress to interest you in the welfare and advancement of your future subjects.

The Address of the Legislative Assembly contained a similar paragraph, as follows:

The approaching opening of the Victoria Bridge by Your Royal Highness has been the more immediate cause of your present visit to Canada, and we trust you will find in that great work the most striking evidence in which the captial and skill of the Mother Country have united with the energy and enterprise of the Province in overcoming natural obstacles of the most formidable character.

The replies of His Royal Highness to these addresses were very hearty.

The following Address was presented to the Prince at the inauguration, by the Directors of the Grand Trunk Railway:

May it please Your Royal Highness,—The Directors of the Grand Trunk Railway Company of Canada beg leave to offer to your Royal Highness a respectful welcome to the Province. The Canadian Parliament has made the completion of the Victoria Bridge the occasion on which to invite our most gracious Sovereign to visit her Canadian possessions, and, in welcoming Your Royal Highness to Canada as her representative, they have referred with just pride to this great work as evidence of the results achieved through the union of British capital and skill, with Canadian enterprise and progress. The Victoria Bridge, as Your Royal Highness is aware, has been constructed in the face of the greatest engineering difficulties. It is the connecting link of eleven hundred miles of railway, extending from the extreme Western limits of Canada nearly to its Eastern boundary, and also affording an outlet to Provincial trade to the Atlantic when the rigour of our climate closes the natural channel by the Saint Lawrence. This great national highway has been carried through by a vast outlay of British capital, fostered by the most wise policy and generous aid of the Canadian Parliament, and, as now completed, will develop and promote not only the interchange of commerce and intercourse between the various districts of this widely extended Province, but will also secure to it a large share of the rapidly increasing trade of the West. Canada now possesses a complete system of railway communication, combined with an internal navigation of unrivalled extent; and, in your future progress to the West, Your Royal Highness will observe the best evidence of the wisdom and energy which have thus been applied to the development of the resources of this great Province. The Directors

have now to express their profound gratitude to their most gracious Sovereign and to Your Royal Highness for your consideration in honouring this enterprise with your presence, and they pray that Your Royal Highness will now be pleased finally to inaugurate the completion of the Victoria Bridge, and thus to permit the greatest engineering work of modern days to be associated with the auspicious occasion of the first visit of the Heir Apparent of the Throne to Her Majesty's loyal Province of Canada.

The Prince's Reply.

It is with mingled feelings of gratification at the duty which I am called upon to undertake, and admiration of the magnificent spectacle of successful science which is before me, that I proceed to comply with your invitation, and, in the name of the Queen, to inaugurate a work as unsurpassed by the grandeur of Egypt or of Rome, as it is unrivalled by the inventive genius of these days of ever-active enterprise. I regret that the great man, whose name is now doubly enrolled in that page of my country's history in which its worthies are inscribed, has not lived to see this day. I regret that ill-health prevents the presence of another who laboured with him to plan and execute this vast design; but to them and to the eminent firm and those employed by them in carrying out the works, no less than to your countrymen, whose energetic exertions first gave birth to the scheme of which this Bridge is the consummation, the thanks of the great community of North America are due. Your Sovereign has testified Her appreciation of the magnitude and importance of the enterprise by deputing me to come so far to commemorate on the spot, on Her behalf, the completion of a monument of engineering skill which will, henceforth, bear Her name, and convey to future generations another proof, in addition to the many which exist, of the successful industry of the great people committed to Her rule. May this ceremony be auspicious to all concerned. May the Railway and this Bridge, which is its connecting link, realize all the expectations of its promoters, and continue throughout the great future of this Province a source of permanent and ever increasing prosperity.

The ceremony of opening a Bridge is very much the same at all places. There was a platform covered with scarlet cloth, and a little scaffolding, from which hung a ponderous slab of granite, the last stone required to complete the masonry of this marvellous undertaking. The Prince with his suite, and attended by the chief members of the Canadian Government, came in a beautifully-constructed open railway car specially built for the occasion. All along the route by the side of the track were seats, which were occupied by numbers of well dressed gentlemen and elegantly attired ladies. Near the portals of the Bridge the train passed between trophies of Locomotive wheels and mechanical devices. The Prince's Car paused just before entering the tube—within the massive walls. Where the passengers, chiefly the members of Parliament and friends, disembarked, and took their assigned places—some below on a level with the track—some above on the top of the walls—some near the platform to which His Royal Highness was to mount and lay the stone, and over which was a richly draped golden fringed arch, with the appropriate inscription,—*"Finis coronat opus."* He was received with outbursts of enthusiasm.

Laying the last stone was soon accomplished. The Prince patted the bed of mortar, and the mass of granite was slowly lowered into its resting-place. The Prince entered his car again and proceeded to the centre where the Prince was to drive the last rivets. His Royal Highness went outside to one of the openings in the masonry of the centre tower, where he saw the St. Lawrence rushing past in one grand stream far below, sweeping under the bridge in eddies and whirlpools, or bursting into little spurts of angry foam as they touched the

sharp edges of the granite masonry. None could look down on this great River, and then look along the sides of the iron tube which tapered away at each end in the distance till it seemed a mere reed of metal, without feeling astounded not only how such a design was ever carried out, but how it could ever have been conceived as practicable.

The trowel used by the Prince bore on the inside the following inscription: "To commemorate the completion of the Victoria Bridge by His Royal Highness Albert Edward, Prince of Wales. Montreal, 1860." On the reverse side was an engraving of the bridge. The handle was wrought into the form of a beaver, which was attached to the blade by a Prince of Wales' plume—the edges of the blade being decorated with a border of the rose, shamrock, thistle and maple leaf.

The formality of completing the Bridge was now gone through. Four rivets had been left unfinished, and these were closed with iron bolts by two workmen. The last, a silver rivet, was clinched by the Prince himself, the rich uniforms of the Prince and suite were half hidden in the gloom, and softened down by the wreaths of thick wood-smoke which curled from the funnel of the engine in the background—the little glimpse through the opening into the bright sunlight, the St. Lawrence, far beneath—the decorations and shining roofs of Montreal beyond the river—all made a striking subject for a picture. At length the last iron rivets were fixed, and the last of all, a silver one, was inserted. The Prince took the hammer and Mr. Hodges adjusted the silver knob, and with resounding blows, the Prince placed the last rivet in the Victoria Bridge. The whole party then got back into the car, went on through the tunnel to the other side of the river, where a magnificent view of Montreal could be gained. Here Mr. Blackwell, in the name of the Grand Trunk Railway Company, presented the Prince with a beautiful gold medal, commemorative of the occasion. The suite were presented with similar ones, but in silver. The Royal car then returned through the bridge to one of the large workshops of the company, where a lunch had been prepared. At its conclusion the healths of the Queen, Prince Consort, and Prince of Wales were given and acknowledged with demonstrations of loyal welcome. The Prince bowed his acknowledgments; and, almost as soon as the cheering had subsided, he himself rose to give a toast, and the deepest silence of course prevailed. "I propose," said he, and his clear voice was distinctly audible to the furthest corner of the great room, "The health of the Governor General—success to Canada and prosperity to the Grand Trunk Railway." At this the cheering was renewed with vigour, while the band struck up the beautiful melody which has become national in Lower Canada, "A la claire Fontaine." The Prince then quitted the table to receive an address from the workpeople on the Railway, by whom again a very hearty reception was given. The Prince then passed through the Workshops, where all the machines were going at full speed, with their lathe-bands decorated with rosettes, and every part of the machinery covered with little plumes and bunches of flowers, which kept whirling round like silent fireworks. The Prince then returned to his residence, and in the evening Montreal illuminated. It was one of the best and most general illuminations with which the Prince had yet been received. Every one of the streets was a perfect blaze of light, and fireworks went off in all directions.

Laying the Corner Stone of the Parliament Buildings, September 1st.

At eleven o'clock His Royal Highness proceeded to lay the foundation Stone of the Parliament Buildings. A large and handsome gothic arch had been built at

the entrance to the grounds, and inside at the spot where the ceremony was to take place there was a gothic canopy, immediately in front of which and over the stone was a gigantic crown. Upon the summit of the hill, near the flagstaff, and but a few yards from the perpendicular bank, overlooking the Ottawa, stood the dais, erected over the chief corner stone of the great octagonal library tower. Seats were already well filled with ladies, notabilities and distinguished strangers. The dais itself was a very pretty object, as seen from the slope below, with its white tent top, red carpet and gorgeous chair of state. At the back was a fine picture of Her Majesty, and beside it hung a large picture of the proposed Parliament Buildings. The Prince was attended by the Governor General and the Duke of Newcastle, the Earl of St. Germans, General Bruce, General Williams, Lord Mulgrave, Sir Allan McNab, Colonel Tache, Major Teesdale and Captain Grey (the Prince's Equerries) who took up their position in a semi-circle, in which the Prince was the principal figure—their Aides in scarlet prolonged the line on one side; the Canadian Ministers, in blue and gold uniform, were on the other. The ceremony was commenced by the Reverend Doctor Adamson, Chaplain to the Legislative Council, using the following prayer:—"Prevent us, O Lord, in all our doings with thy most gracious favour, and further us with thy continual help, that in all our works, begun, continued and ended in Thee, we may glorify thy holy name; and finally, by thy mercy, obtain everlasting life, through Jesus Christ our Lord, Amen."

Then the Prince and the chief Members of his suite advanced to the Corner Stone. It was of beautiful white Canadian marble or crystallized limestone, brought from Portage DuFort; and on it was the simple inscription:—

This corner stone of the Building intended to receive the Legislature of Canada was laid by Albert Edward, Prince of Wales, on the 1st day of September, 1860.

It was suspended from the centre of the great crown canopy, by a pulley running round a gilded block, under it was a similar cube of the white Nepean limestone, with which the future building is to be faced, within a cavity of which was placed a glass jar, which the Governor General received from the Honourable George B. Cartier. In the Jar was a parchment Scroll inscribed thus:

The foundation stone of the House of Parliament, in the Province of Canada, was laid on the 1st day of September, in the year of our Lord, 1860, in the twenty-third year of Her Majesty's reign, at the city of Ottawa, by H.R.H. the Prince of Wales.

This bottle also contained, on parchment, all the names of the Members of the Legislative Council, the names of all the Members of the Legislative Assembly, the names of all the Members of the Government of Canada, the names of the Architects, Contractors, etcetera. There was also placed in the Bottle a collection of coins of Great Britain and of Canada, gold, silver, and copper. After the usual preliminary, His Royal Highness gave the finishing touch with a silver Trowel, on the back of which was engraved a view of the future building, and on the front a suitable historical inscription. Then the Stone was slowly lowered, the Prince gave three distinct raps with a mallet, and the Reverend Doctor Adamson read this prayer:

This Corner Stone we lay in the name of the Father, and of the Son, and of the Holy Ghost, and may God Almighty grant that the Building thus begun in His name may be happily carried on to its complete termination without injury, or accident—

and that when completed it may be used for the good of the Province, the glory of our Queen, the happiness of our Prince, and the good government of the people. Amen.

The Architect applied the plumb, the Assistant Commissioner of Public Works the level, His Royal Highness struck it with the mallet three times, and His Excellency proclaimed that His Royal Highness declared it duly laid. Thus it was Her Majesty's Heir set seal to Her Majesty's decision respecting the Seat of government. Three cheers were immediately given for the Queen, three for the Prince of Wales, and three for the Governor General. The band played the national anthem, and the artillery fired a royal salute. The ceremony being thus concluded the Prince and his suite passed out from the canopy to look over the wide prospect spread before them up and down the Ottawa River.

Correspondence Arising out of the Visit of the Prince of Wales to Canada, 1860.

Before the Prince of Wales left the Province, he requested the Duke of Newcastle to convey to His Excellency the Governor General his desire to appropriate a sum of money to various educational Institutions in Upper Canada. This the Duke did in a letter dated the 17th of September, to Sir Edmund Head.

A copy of that letter was sent to the Reverend Doctor Ryerson by Sir Edmund Head, as follows:—

I have the honour to enclose an extract from a Letter addressed to me by His Grace the Duke of Newcastle, and I beg at the same time to inform you that the Normal School establishment is one of the Institutions contained in the Schedule referred to in such extract, the grant to which is £200. . . . That sum will be placed at the disposal of your Institution, to be invested, or dealt with according to the plan sanctioned.

Quebec, September 24th, 1860. Edmund Head.

I. Extract from a Letter Addressed by the Duke of Newcastle to Sir Edmund Head, September 17th, 1860.

I have the pleasure of informing you that the Prince of Wales has placed to your account, at the Bank of Montreal, a sum of money which His Royal Highness requests you to be so good as to distribute to the Institutions in Canada named in the following schedule, in the sums placed opposite to each, as some token of the very great gratification which His Royal Highness has derived from the interesting Visit which is now nearly completed, and as a proof of the deep interest which he must always take in the future of this magnificent Province.

His Royal Highness wishes that the sums appropriated to each Institution should be applied in the distribution of Prizes to the Students, in such way as may be suggested by the Governing Body as most conducive to the interests of the Institutions, subject in each case to your approval.

The Prince's gifts already announced are as follows:—

To the University of Queen's College, Kingston	$800
To the University of Victoria College, Cobourg	800
To the Normal and Model Schools, Toronto	800
To Knox's Theological College, Toronto	800

McGill and Bishop's Colleges, and other Educational Institutions in Lower Canada have also each received $800 from the Prince.

II. Reply to Mr. Pennefather, the Governor's Secretary, by Doctor Ryerson.

I have had the honour to receive a Letter from His Excellency, Sir Edmund Head, dated September 24th, 1860, enclosing an Extract of a Letter from His Grace the Duke of Newcastle, and informing me that His Royal Highness the Prince of Wales had placed in the Bank, subject to His Excellency's Order, the sum of £200, to be distributed in Prizes to the Students of the Normal and Model Schools connected with this Department, and as a memento of His Royal Highness' Visit to them, and of his deep interest in their usefulness. . . .

I have laid these Communications before the Council of Public Instruction for Upper Canada, and, after much consideration, the Council has thought it best to invest in Public Securities the principal (£200), and distribute the annual proceeds in Prizes to Pupils in the Model Grammar School, and in the two Model Schools. . . . This arrangement meets with the approbation of His Excellency. He will be pleased to place the gracious Benefaction of His Royal Highness to my credit, as Chief Superintendent of Education for Upper Canada, for investment.

Toronto, 16th January, 1861. Egerton Ryerson.

III. Reply of Mr. Secretary Pennefather to the Reverend Dr. Ryerson.

The Governor-General, having been pleased to approve of the scheme of disposal of the amount presented by His Royal Highness the Prince of Wales to the Education Department for Upper Canada, which you set forth in your letter of January 16th last, I am now directed to inform you that the Cashier of the Bank of Montreal, at Montreal, has been this day instructed to pay the Eight hundred dollars in question to your order.

Quebec, March 2nd, 1861. R. J. Pennefather, *Secretary.*

IV. The Chief Superintendent of Education to the Duke of Newcastle.

In accordance with your Grace's personal request, I have the honour to make a few remarks on the System of Public Instruction in Upper Canada, and to offer suggestions as to the adoption of two, or three, features of it to England and Scotland.

I will not burden this Letter by any account of our Canadian School System; but for your Grace's convenience I herewith enclose the following Pamphlets, which contain a full account of that System.

1. In the first Pamphlet there is "An introductory Sketch of the system of Public Instruction in Upper Canada," stating the origin of each leading feature of our School System, and the points of difference between it and the School System of the State of New York. Since that Sketch was written, our School-Apparatus and Library Systems, and Model Grammar School, have been added to the Department.

2. In the second Pamphlet will be found an account of our system of supplying the Municipalities and School Sections with School Apparatus and Libraries. . . .

3. In the accompanying School Report for 1857 I have compared the working and results of the Upper Canada School System with those of the System adopted in England and Ireland. In the portion of my Report I have compared the progress of the Upper Canadian and the State of New York School Systems. . . .

I now address myself to the practical objects of this Letter. . . .

1. In Upper Canada, as in England, the State provision for Elementary Instruction is by Parliamentary Grants; those Grants to Upper Canada having gradually advanced, since 1846, from £17,000 to £36,000 sterling per annum. It is by means of this Annual Grant that the School System in Upper Canada has been established and advanced to its present state; and this has been done by employing the Parliamentary Grant, not to supersede, but to develop and encourage, local effort.

2. This Grant is annually apportioned to each Township, City, Town and Incorporated Village Municipality, according to the School population between the ages of five and sixteen years; but, upon the conditions that each County Municipality shall provide, at least, an equal sum by Assessment on Property,—each such Municipality being empowered by law to provide any additional sum, or sums, it may judge expedient for School purposes.

3. These two sums constitute, in each Municipality, the "School Fund"; and this Fund is distributed, in half-yearly instalments, to the several Schools in each Municipality, according to the average attendance of Pupils, as stated in authenticated yearly returns. The Township Municipalities are divided into School Sections of two, or three, miles square each; and in each of these Sections, Trustees are elected by the Rate-payers; and the School in each of these Sections is aided according to its work,—the number of Pupils it teaches, and the length of time it teaches them. No School is entitled to aid unless kept open at least six months of the year; and the strong pecuniary inducement of average attendance is held out to encourage the largest and most regular attendance of Pupils, and the operations of the School during the whole year, if possible. In each City, Town, or Incorporated Village, there is but one Board of School Trustees elected by the Rate-payers; but in each such City, Town, or Incorporated Village, as also in Township School Sections, Roman Catholic Trustees may be elected by such of their own Church as desire a Separate School. The Supporters of such Schools are exempted from paying Public School Rates, as long as they keep their Separate School open, but they receive no part of the Municipal School Assessment, but their Schools share in the Legislative Grant according to the average attendance of Pupils. They can tax themselves for the support of their own Schools.

4. No part of the School Fund—(made up of the Legislative Grant and its equivalent of local Assessment) is allowed to be expended for Building School Houses,—the expense of which must be provided by the Inhabitants in each locality. Nor is any part of the School Fund allowed to be paid to any other than a legally qualified Teacher; one who has appeared before a Public Board of Examiners, and obtained from them a Certificate of Qualification as a First, Second, or Third, Class Teacher, according to a Programme sanctioned by the Council of Public Instruction. The Local Superintendents, or Inspectors, of Schools are appointed and paid by our County Councils, or by the City, or Town, School Corporations. . . .

1. I think that little, or nothing, can be learned in Canada superior to what will be found in England, as to the training of Teachers. . . .

2. The characteristic differences between the School Systems in Upper Canada and Great Britain are in their comparative nationality and economy. In Upper Canada the Schools are designed for all classes,—nineteen twentieths of the youth of all ranks during the last ten years receiving their Elementary Education in them. This has been effected, not by any discussion of abstract principles, but by making the Public Elementary Schools the best of the kind in the Country, and making the property of all persons liable to be taxed for their support. I say liable; for in each Municipality there is the option of assessment, or voluntary subscription; but the latter has been abandoned wherever tried. In England the Schools aided by Parliamentary Grants are chiefly for the Children of what are called the Labouring Classes. It is not probable that this class of School will ever be so national in England as in Upper Canada . . . that is, that they be made to supply the educational wants and command the respect and support of the great mass of at least the Middle and Working Classes. The School System in Upper Canada is far more economical than that in England. . . .The Salaries of the School Inspectors in England amount to about Thirty-five thousand pounds per annum—an expense which is here wholly defrayed by the Municipalities. The question then is, can the School System be made more national in Breat Britain, and can it be made comparatively less expensive for the Parliament?

3. To render the School System in England more national in its operations, it appears to me that a Parliamentary Grant, say three, four, five, or six hundred thousand

pounds, be apportioned to each of the Cities, Counties and Towns in Great Britain annually, according to the whole population, or the population of certain ages, requiring each such County, City, or Town, to provide an equal sum by local School Rate. This sum, (increased to any amount the Municipality may think proper, as in Canada), to be paid into the hands of the Municipal Treasurer, or some other Officer appointed to receive it, as also whatever may be apportioned from the Parliamentary Grant. The two sums together to form a County, City, or Town, School Fund; and that Fund to be expended for no other purpose than for the payment of Teachers; and to such Teachers only as are certified as qualified by some public authority. The Fund to be distributed among the several Schools of the Municipality organized and managed by Committees, or Trustees, of any Religious Persuasion, according to Regulations prescribed by Government, and according to the average attendance of Pupils in each School, as shown by authenticated half-yearly Returns. Then each Municipal Corporation should be authorized to appoint a Board of Education, (or the ordinary Electors in each Municipality should be authorized to elect such Board), with power to establish Elementary Schools for that class of the population (probably the poorest and most numerous class) which is not embraced in any Church; and probably those Municipality Schools might, in many places, absorb and supersede the Denominational Schools. Local influences and interests will soon determine the number and kind of Schools in each Municipality, without any interference on the part of the Government. By the Municipality providing at least one-half of the local School Fund, and having the right to establish Schools, it acquires a sort of proprietorship, and, therefore, a kind of proprietary interest in all the Schools established within its jurisdiction. This interest will soon become general in each Municipality, and increase to a degree of liberality and exertion which cannot be easily anticipated; and whether the operations of it be by the rivalry of different Religious Persuasions, or parties, or by the union of all, (as in most of the Municipalities in Upper Canada), the result cannot but be beneficial. It can then make no difference with the Government whether the Schools be few, or many, as the sum apportioned to each Municipality is, not according to the number of Schools, but according to population, and distributed to each School according to the number of Pupils taught and the length of time the School is kept open.

4. A Parliamentary Grant might be set apart for aiding local School Managers to furnish their Schools with Maps, Apparatus, and Libraries, under such instructions, (in regard to Books for Libraries especially), as the Government might think necessary, but always upon the condition that an equal sum be provided, in each case, from local sources, for the same objects. This feature of the System already obtains largely in England.

5. There are certain things which the Government may well leave to local discretion and effort.

(*a*) The Religious Instruction of the Pupils. This belongs, not to Government, but to the Parents and Pastors of the Pupils. The Government should recognize the principle and the duty, and encourage its exercise; but should leave the responsibility where the Holy Scriptures and the Canons of the Church have placed it. In this way the Government will avoid endless disputes and difficulties, without neglecting any duty. It may be proper to protect, as with us, parental rights as to Religious Instruction of their Children against their wishes, and to require that certain hours of the week shall be allowed for Religious Instruction by those desired by the parents and Pastors of Children to give it, in the Municipal as well as Denominational Schools. But it is one thing for Government to recognize the principle of Religious Instruction and to provide, by Regulation, facilities for governing it, and it is another thing for the Government to prescribe the Instruction which shall be given, and appoint the parties to give it,—although the two are often confounded.

(*b*) I think the Government should have nothing to do with the appointment, salaries, or dismissal, of Teachers,—these things should be left altogether to the Local

Managers of the Schools,—each School being aided according to the average attendance at School of the Pupils for each half year, but taught by a legally certified Teacher.

(c) Nor do I think the Government should have anything to do with the purchase, or erection, of School Houses, or allow any part of the Parliamentary Grant to be expended for those purposes. Thus a very large portion of the Parliamentary Grant will be saved, as also a great deal of trouble, besides office expenses. Formerly in Upper Canada, and, until very recently, in Lower Canada, a part of the Parliamentary Grant was applied to aid (as it was called) in building School Houses. The first School Act of 1846, which I recommended, confined the School Fund (technically speaking) to the payment of the Salaries of legally certified Teachers, and then to providing, by sums specially mentioned, for furnishing Schools and Municipalities with Maps and Apparatus and Libraries; leaving the selection of Sites and the erection of School Houses to local discretion and effort—having, therefore, nothing to do with School Houses (except to procure and recommend good architectural Plans for them)—the Law having to deal only with the School population, the number of Pupils taught, the standard of the qualifications of Teachers, and the general Regulations of the Schools. The result has been the erection and multiplication of excellent School Houses in every City, Town, and Village, and in a large number of the rural School Sections of Upper Canada.

. . .

(d) I think the Government will relieve itself of much expense and difficulty, and greatly advance the interests of the Schools by leaving the appointment of the Inspector of Schools in each County, City and Town to the local authorities, with the approval of the Government. In Upper Canada (and it is doubtless so to a much greater extent in England) there have always been found in each County, City and Town one, or more, Persons deeply interested in the diffusion of education, and very competent to act as Local Inspectors—providing the School authorities with the Regulations, blank forms of Returns, etcetera,—visiting the Schools and seeing that the Registers are properly kept, and that the Schools are conducted according to the Regulations,—receiving the Returns and Reports, apportioning and giving the Cheques for the money thus apportioned among the Schools, on the orders of the Managers, as prescribed by the Regulations,— examining the Schools once, or twice, a year at least,—and reporting annually to the Government; but not interfering in any matter of Religious Instruction. The Salaries of these local Inspectors to be determined by the local authorities, but perhaps paid jointly out of Local Funds and the Parliamentary Grant; or entirely out of Local Funds, as in Upper Canada,—thus the Government would save a good deal of expense, and avoid the trouble and difficulty of appointing Denominational Inspectors. I witnessed, on two or three occasions, the mode of conducting School Examinations by Inspectors in England; and I am persuaded that they by no means justify the expense which they involve.

6. I will enter into no further details. By leaving to local discretion and management the things above mentioned, probably more than one-half of the Parliamentary Grants would be saved, the machinery of the School System greatly simplified, local interest and effort, (the great object to be aimed at,) greatly increased and extended; and, I have no doubt, the Schools, if not School accommodation, would be proportionately improved. I am persuaded that the less the Government governs in such matters the better; and that the more power and responsibility are devolved upon local elective, or Municipal, Bodies, (and, as far as possible those elected, or appointed, for School purposes only,) the more will the interest, exertions, and resources of each locality be developed for the great object of educating the masses of the Community.

7. Although this letter is longer than I had intended, I have found myself unable to convey in fewer words the necessary suggestions with the requisite explanations and illustrations. If any of them shall aid your Grace in the great object in which you feel so deeply interested, I shall be more than gratified.

Toronto, October 12th, 1860. EGERTON RYERSON.

V. Colonel Bruce to the Chief Superintendent of Education.

Doctor Ryerson having sent to Colonel Bruce, in the form of a Letter, his introductory remarks (printed on page 299 of this Volume), on reaching England, he wrote the following Letter of acknowledgment to Doctor Ryerson:—

On the 23rd of November, I wrote to you thanking you for your Letter of the 13th October, which only reached me after we had embarked at Portland. I was likewise commanded to express to you the Prince of Wales' best acknowledgements for the Book and Journal which you forwarded to His Royal Highness.

Your interesting record of the progress of the Prince, and the flattering terms in which my brother and I were referred to afforded me the most sincere gratification.

Ever since my first arrival in Canada I have regarded with admiration and interest the successful working of the Educational System of which you are the Author, and which has so eminently prospered under your auspices; and there are very few Institutions from which I derived greater pleasure during the period of our recent visit than the inspection of your Department and the Normal School. We had not then received the intelligence which I think you will have heard with satisfaction of my Brother's triumphant success in China. All England is delighted.

Windsor Castle, 4th January, 1861. Robert Bruce.

Visit of Lady Franklin to Canada, 1860.

It will be noticed that among the signatures of the Prince of Wales and his Suite on his visit to British America is that of Lady Franklin. That was simply a coincidence, as she was not of the Prince's party, but her visit took place at the same time, and her signature followed that of the Prince and his suite.

Her quiet gentleness and great intelligence quite impressed those who met with her. During the time of her stay in Canada she was the object of great interest on account of the career of her noble husband and his memorable researches in the arctic regions. While in Toronto she paid quite a visit to the Education Department and the Normal and Model Schools, and expressed herself as greatly pleased and interested in the museum and in the exercises of the schools.

To Sir John Franklin's exploration of the Arctic Seas of North America is attached a deep, as well as melancholy, interest. In 1818-21, when a young man, he had explored these regions, enduring incredible hardships, and afterwards published a simple but most thrilling narrative of his adventures and discoveries. Twenty-six years afterwards he succeeded in solving the long-essayed problem of a water communication between the Atlantic and Pacific Oceans, *via* the Northern Coasts of America, as the skeleton of one of his party was found within the line of coast which had been explored from the Pacific by Simpson. He died within sight of the goal he had been so long seeking; but he left no record of his achievement, and none of his brave companions survived to announce the triumphant results of his enterprise and sufferings. It remained for the scarcely less bold and honoured McClure to re-solve and announce, in 1851, the problem which Franklin had solved in 1847,—that there is a North-West passage for ships from Europe to the Pacific, though practically useless. For seven years the fate of Franklin and his companions was enveloped in profound mystery; and the successive voyages of inquiry, undertaken on both sides of the Atlantic, left it in as deep darkness as ever, until Dr. Rae, in 1854, discovered, among the Esquimaux, relics sufficient to extinguish the last hope that any of the party was yet in the land of

the living. The British Government abandoned all further search, and struck the name of Franklin from the Admiralty roll of living officers.

But it was not so with Lady Franklin. A true woman's heart has impulses and resources beyond those of a Government. She resolved to exhaust all human resources to learn the when, the where, and the how of the fate of one with whose name her own has become inseparably linked, and of whose fame she has created a memorial only excelling in self-devotion and enterprise that which appertains to Lady Franklin herself. In 1859, her untiring labours of twelve years' search for the fate of her heroic husband were crowned with complete, though melancholy, success. Captain McClintock, after a two years' voyage in Lady Franklin's little steam yacht Fox (of 177 tons), ascertained all that is likely to be known in this world of the ships and crews of Sir John Franklin's expedition.

Portrait of Sir John Franklin.

The following letter from Mr. William H. Boulton was received by the Chief Superintendent of Education:

Before leaving Toronto Lady Franklin gave me a Portrait of Sir John Franklin which I requested her to permit me to give to some Public Institution. Although you have not commenced a collection of Portraits of eminent men, yet I hope you will accept the accompanying Portrait for your Institution, in the hope that it may be the commencement of another collection that may add to the interest already created by the numerous attractions of the Institution with which you are connected.

Toronto, 28th of September, 1860. William H. Boulton.

Doctor Ryerson's Reply to the Foregoing Letter.

I have to thank you for the highly valued Portrait of Sir John Franklin,—the gift of his Widow, worthy of scarcely less honour and admiration than himself. I shall be happy to place it among the Portraits of distinguished men, a small Gallery of which I hope shortly to be able to arrange in one of the Rooms of our Museum.

Toronto, 1st October, 1860. Egerton Ryerson.

THE PRINCE OF WALES' FAREWELL TO CANADA.

Before leaving Canada the Prince of Wales attended the Annual Provincial Exhibition which was held at Hamilton in 1860. He was there presented with an Address by the Managers of the Provincial Exhibition, which fully and heartily embodied the views and feelings of all classes of Her Majesty's loyal subjects in Canada. That address was presented to the Prince of Wales in Hamilton, on the 20th of September. In his reply he referred in graceful and touching terms to the close of his mission in Canada, and to the effects of it upon his own mind. The reply is as follows:—

Gentlemen.—I return to you my warm acknowledgments for the address you have just presented upon the occasion of the opening of the fifteenth Exhibition of the Agricultural Society of Upper Canada, and I take this opportunity of thanking the Agriculturalists, Artizans and Manufacturers who are now assembled from distant parts, in this City of Hamilton, for the more than kind and enthusiastic reception

which they gave me yesterday, and have repeated to-day. Blessed with a soil of very remarkable fertility, and a hardy race of industrious and enterprising men, and I rejoice to learn that the improvements in Agriculture, which skill, labour and science have of late years developed in the Mother Country, are fast increasing the capabilities of your soil, and enabling you to compete successfully with the energetic people, whose stock and other products are now ranged in friendly rivalry with your own within this vast enclosure. The Almighty has this year granted you that greatest boon to a people—an abundant harvest. I trust it will make glad many a home of those I see around me, and bring increased wealth and prosperity to this magnificent Province. My duties as Representative of the Queen, deputed by Her to visit British North America, cease this day; but in a private capacity I am about to visit, before my return home, that remarkable land which claims with us a common ancestry, and in whose extraordinary progress every Englishman feels a common interest. Before, however, I quit British soil, let me once more address through you the inhabitants of United Canada, and bid them an affectionate farewell. May God pour down His choicest blessings upon this great and loyal people!

THE PRINCE OF WALES IN THE UNITED STATES.

On the 20th of September the Prince left Hamilton for the United States. At Washington he was cordially received by the President of the United States. On the 6th inst. he visited the Tomb of Washington at Mount Vernon.

The Marine band had arrived before them, and concealed by a neighboring thicket, began playing a dirge composed by the leader. The scene was most impressive. The party, with uncovered heads, ranged themselves in front of the tomb, and looked through the iron grated door at the sarcophagus which contained the remains of the Father of his Country, silently contemplating the Tomb of Washington. A sad cloud softened the sunlight, the sweet, solemn strains of the beautiful dirge brought unconscious tears to eyes unused to weep. At the request of the Mount Vernon Association, the Prince planted a young horse-chestnut tree upon a beautiful little mound to commemorate his visit to the place.

While in Washington the Prince visited the various Public Buildings. At the Patent Office the party inspected the first model of Ericeson's engine. Models of printing presses and sewing machines were also inspected. The Prince then left. An immense crowd gathered in front of the building and cheered him as he drove off, accompanied by Miss Lane, to Mrs. Smith's institute for young ladies, remaining two hours. They expressed themselves delighted with their visit. The Prince played several games of ten pins with Miss Lane, and laughed heartily at the sport.

The Prince at Girard College, Philadelphia, October 10th.

From Washington the Prince proceeded to Philadelphia, where he was conducted first to Girard College, a noble educational institution, founded and endowed with $2,000,000 by Stephen Girard, for the education of youth. Built entirely of stone, it is one of the finest architectural buildings in America. From the top of the landing a splendid view of the city was obtained. Among others he noticed Independence Hall, the place from whence the Declaration of Independence was issued, and where now is enshrined the bell which rang out the first notes of defiance from the American people.

The Prince in New York, October 12th.

The Prince reached New York from Philadelphia, and visited the Woman's Library and the University of New York. At the University he received the following Address:—

Baron Renfrew—Honourable Sir: It is my privilege, in behalf of the Council and Faculties of the University of the City of New York, to welcome you to our marble halls, and to tender our gratulations that a kind Providence has been around and over and with you since you left your native country. We rejoice, and our successors will rejoice, that you were led to cross the broad Atlantic, before the responsibilities of life were assumed, and become acquainted with the condition of the Anglo-Saxon race in this great Western world. In our country you behold the eminently thriving state of a young branch of your own people. We are fond of tracing our origin to the same source, and to claim the interests of sons in the arts, sciences, and literature of the land of our forefathers. Your Bacon, your Shakespeare, your Milton, and the whole galaxy of glorious names on the scroll of your country, we claim as ours as well—their labours furnishing the treasures on which we freely draw, and the models after which we mould our culture—while to their shrines we love to make a scholar's pilgrimage. While you see among us numerous illustrations of substantial material progress, we are proud to ask your attention to our expanded system of education. Our admirable common school systems (now very extensively introduced in the States) carrying, as they do, the advantages of substantial intellectual culture to the doors of the great masses necessarily bound to labour, are telling happily on the intelligence of the people. Placed, as I have been, in circumstances to see their workings, I am astonished as I attempt to recount to myself the results secured in the lapse of my own life. Our higher institutions of learning have risen in rapid succession and constitute the crowning stage in the preparation for life. They are not grouped in a few towns or cities. They are found in what may be called central points to large populations, no city, except New York, having more than one for same curriculum of study. Our colleges and universities have risen to over 120; our theological schools to 51; our law schools to 19, and our medical schools to 41—all these being schools for professional preparation. I am happy in making you welcome to this University—an Institution founded on the liberality of the merchants of this city, a princely set of men in the magnitude of their plans, and the munificence with which they sustain them. Here they have founded a practical institution, where the means of preparation for life shall be as varied as the wants of society demand. Here, besides the college proper, we have six professional schools or colleges, and on our records, during the last study year, were 769 youths and young men. We refer with gratified feelings to the fact that this edifice was the birthplace of the electro-magnetic telegraph, our Professor Morse having made his first successful experiment and passed over his wires of twenty miles in length the talismanic Eureka. In this building, also, by Draper, one of our Professors, photography was first applied to the taking of portraits from life. Here, by means he discovered, was made the first picture of a human face by the light of the sun, while the thing was looked upon as chimerical in Europe. And under this roof, by the same Draper, were made all those experiments (now accepted by the medical profession all over the world,) which first demonstrated the true cause of the circulation of the blood, your own immortal Harvey having demonstrated its course. Allow me, honoured sir, to tender through you our acknowledgments for the royal munificence of your government (first in the person of William IV., and after him in the person of your venerated Mother, whose name we all pronounce with admiration) in most valuable governmental records, and to your royal Observatories for their publications. Lastly, I beg to convey through you to the British scientists our special thanks for the very kind attention and abundant courtesies shown to our Draper on his visit to the annual meeting of the British Association last summer, at

Oxford, and several institutions of learning. These things indicate the feelings which should animate the brotherhood of science and literature, and will burnish to a brighter lustre the chain which binds the two branches of a great family. Soon you will have accomplished the great object which brought you to American shores. Our prayer is, that the same gracious Providence which brought you here will, in perfect safety, convey you to your own land, and the loved circle which must have noticed with the deepest intentness of interest, your progress among us. I respectfully ask your attention to the action of our council in view of your visit.

Professor Morse made a few remarks upon the subject of the telegraph, so appropriately alluded to in the speech of the Chancellor. He spoke of the telegraph in its infancy, and alluded to the aid extended to the enterprise by English noblemen, at a time when it required fostering and cherishing. Among its patrons in those days were the Duke of Northumberland and the Earl of Lincoln, and it afforded him much pleasure to-day, after a lapse of twenty-five years, in the home of the telegraph, to welcome the present Earl of Lincoln in the person of the Duke of Newcastle.

As His Royal Highness left the platform, the band played "Hail Columbia." The Prince and party were next driven to the Astor Library. The people had assembled here also in great numbers and heartily cheered him, both as he entered and left the building.

They were next taken to the Cooper Institute, where Lord Lyons introduced him to the venerable founder, Mr. Peter Cooper. The crowd in front of the Institute was very large and were very enthusiastic in their cheers when he entered, but more especially as he was leaving. The party next visited the Free Academy.

The Prince and suite also went to the Deaf and Dumb Institute at Fort Washington. During his stay at the Institution several of the pupils gave exhibitions of their proficiency. Doctor Peet informed the pupils that Lord Renfrew had come to visit them, and requested them to write on the black-board anything that they deemed expressive of the high honor conferred on the institution. The following was one of the essays thus called forth:—

From the length and breadth of our land has rolled one glad acclaim of welcome to the heir of England and the son of her peerless Queen; and though we may not join our voices in the glad roll of sound, our pleasure is not the less heartfelt, nor our welcome the less warm to him to whom the world looks as the future Ruler of its mightiest nation, and the proud retinue of England and America's noted men who accompany him here to-day. Others have expressed far better than we can do, the objects of our Institution, and the degree of success which has attended those who, in imitation of their Divine Master, have sought to give ears to the Deaf and a tongue to the Voiceless. And though the methods pursued in this Country and in England may be different, the spirit is the same, and when again the white cliffs of Albion announce that "Merry England" is near, and the heart of our Guest beats high with the glad greetings of his own people, we would wish him to remember that there are those among them who are silent because God hath sealed their lips.

At the close of the exercises at Randall's Island the children there and of the House of Refuge were drawn up in a line on the shore, and a banner, bearing the following inscription, was fluttering:—"The Children of Randall's Island, on behalf of their liberal protectors, welcome the Representative of an honoured Land —Old England." The children shouted and waved their hands, and the Prince saluted them.

The Prince's Trip to Boston.

From New York the Prince proceeded to the Military Academy, at West Point, on the Hudson; thence to Albany, Springfield and Worcester. An agreeable feature of the Prince's reception in the United States and in the British Provinces was the troops of merry faced and delighted School Children, who greeted him at almost every stopping place. At Boston the Children got a half holiday in honour of the Visit, and at other places similar kinds of graceful compliments were paid to the Prince.

Boston School Musical Festival to the Prince, October 18th.

The most unique and graceful compliment yet paid the Prince was the School Children's musical festival. The School Children were ranged in four triangular rows of seats, all verging towards a common centre—the Boys on the inside, and the Girls on the outside—the dark clothing of the former relieving the handsome toilettes of the latter. A platform was prepared for the guests, while the spacious Hall was densely packed with people. On the platform, besides the royal party, were Messieurs Everett, Hilliard, Agassiz, Emerson, Sumner, Winthrop, Holmes and Longfellow. The entrance of Mr. Hamlin, candidate for the Vice-Presidency, was the signal for subdued applause. The programme was short and its chief feature was the singing of the following additional verses of the National Anthem, written for the occasion by the Poet Holmes.

OUR FATHERS' LAND.

God bless our Fathers' Land.
Keep her in heart and hand,
One with our own!
From all her foes defend,
Be her brave people's friend,
On all her realms descend,
Protect her Throne!

Father, in loving care,
Guard Thou Her kingdom's Heir,
Guide all his ways;
Thine arm his shelter be,
From harm by land and sea,
Bid storm and danger flee,
Prolong his days!

Lord, let war's tempest cease,
Fold the whole world in peace
Under Thy wings!
Make all Thy nations one,
All hearts beneath the sun,
Till Thou shalt reign alone
Great King of Kings!

Thy choicest gifts in store,
On Queen Victoria pour,
Long may she reign!
May she defend the laws,
And ever give full cause,
To sing with heart and voice
God Save the Queen!

When "God Save the Queen" was sung, all arose, and the allusion to the Prince's life and health was received with great applause. When he entered and when he retired, the Boys clapped their hands and shouted in unison, while the Girls waved their handkerchiefs. The Prince was delighted and gratified at the success of so novel and interesting an entertainment.

The Prince's Visit to Harvard University, October 19th.

While at Boston His Royal Highness visited this ancient seat of American learning. He entered Cambridge under a line of British and American Ensigns stretched across the street at the end of the Bridge. On Broadway Avenue, three

thousand of the School Children were drawn up to receive him, and the Prince graciously received the congratulations of the Children. The young Girls were particularly anxious to favour him with bouquets of flowers, and they cast them in his path.

The arrangements for the reception at the University were exceedingly appropriate. The Governors of the College received with dignified courtesy the son of a Queen of a powerful Empire. The Students received him in their own way, and with an appropriateness that all can recognize. They had paraded in classes, under marshals, and marched and countermarched through the University Grounds, the music of the Band swelling through the academic groves. The Classes took position in line at the Gate of the University Grounds, forming two files, through which H.R.H. would pass on his way to the University Library, where the President and Faculty and Government of the University were in waiting to receive him. The welcome of the Students was to "Albert Edward, the Student of Oxford"; that of the Government and Faculty, of course, to the Prince of Wales. His Excellency the Governor, in company with distinguished gentlemen of the Prince's party, arrived in advance of the Prince, and they were cheered by the Students as they passed through the files. At length the Prince himself came near. As he met the Students drawn up to receive him, they simultaneously waved their hats and gave him welcome in hearty cheers, which His Highness gracefully acknowledged, while the Band played the English anthem, "God Save the Queen." The Prince was driven to the College Library, where he alighted. Here the Royal guest met President Felton, who escorted him through the Library, first calling his attention to a collection of ancient documents, rare old Books and Coins. Among these interesting relics of the past was a copy of the Book of Psalms dated 1640, also the first Book printed on this Continent north of Mexico, and many valuable autograph Letters. The members of the Faculty were then introduced, after which the whole party wrote their names in an Autograph Book. While in the library, the Prince was presented by President Felton with Quincy's History of Harvard College, exquisitely bound in two volumes. Upon one side were emblazoned the arms of the University, and on the other the crest and plume of the Prince. The President also presented him with a copy of "Folk Songs," edited by John Palmer Wilson. The party afterwards visited Boylston and Holyworth Halls, and the Dane Law School Building. They then drove to the Observatory, Lawrence Scientific School Museum, and inspected those buildings under the guidance of the President. At Harvard Hall a collation had been spread. He took a seat at the table specially prepared for him, with Lord Lyons and President Felton on either side; his suite arranged themselves directly opposite. Mr. Everett, the venerable Josiah Quincy, his son, Governor Banks and the Mayors of Boston and Cambridge had seats at the Prince's table. There was pleasant talk, but no set speeches. The Prince wore no decoration save the broad blue ribbon of the Order of the Garter. The Prince, after conversing with the gentlemen about him for a few moments, departed for Mount Auburn amid great cheering, and the waving of handkerchiefs and English flags from Massachusetts. The students entered into the spirit of the occasion with the greatest zeal; and while there was, of course, a strong desire to see as much as possible of the illustrious stranger, they treated him in the most respectful manner.

The Prince at Other Places of Interest in Boston.

At Mount Auburn the Prince and party passed over a portion of the grounds and visited the chapel, where the statutes of Adams, Story, Otis, and Winthrop attracted the favourable attention of the company. The Prince then planted a purple ash and English elm in the grounds in front of the Chapel, in the presence of a large number of people who had gathered around. From Mount Auburn the Prince went to Bunker Hill Monument, and entered their names in the Visitors' book, when Mr. Ralph Farnham the last survivor of the Battle of Bunker Hill was presented to the Prince. The Duke of Newcastle asked him if he saw General Burgoyne at the time he surrendered? "O yes," said Mr. Farnham, "and a brave officer he was, too." The interview was marked by the most cordial courtesy and good feeling. It was an interesting event to witness an old veteran of the Revolution, 105 years of age, shaking hands with a Prince whose *great great grandfather* was on the throne of England at the time he was born, and whose great grandfather (George III.) he contended against during the Revolution. Mr. Farnham said that in common with all our countrymen, he desired to pay his respects to the Prince. The Prince presented his autograph to Mr. Farnham.

From thence he visited the Athenæum Library and the rooms of the Historical Society. In the evening he visited the Public Library. The Honourable Edward Everett, President of the Trustees, briefly welcomed the Prince and Lord Newcastle, and explained to them the object for which this institution had been established. The Prince on leaving expressed much satisfaction with what he saw.

The Prince's Trip to Portland, October 20th.

The trip to Portland was a succession of popular ovations. The Prince, with unusual animation and wonderful gaiety, entered into the spirit of the day, and at every place stepped out upon the rear platform, and bowed smilingly and familiarly to the enthusiastic crowds. At Lynn three thousand school-children greeted him with cheers and flowers. At Salem the depot was decorated with flags and thronged with people. At Portsmouth the shipping was dressed and the crowd immense. Governor Goodwin took the Prince by the hand and said: "Fellow-citizens of New Hampshire, I present to you His Royal Highness the Prince of Wales, and in your name I bid him a hearty welcome!" And so it was everywhere—a cheerful, hearty recognition of his presence, and the most enthusiastic, unaffected demonstrations of kindly regard. The Prince said he was delighted with what he saw and said he approached his departure with mingled feelings of pain and pleasure. Mayor Howard received the Royal party at Portland, with a large military escort, and paraded them through the town, to the *Great Eastern* wharf, where Admiral Milne and Commander Seymour met them. The Fleet was lying about half a mile from shore, and the cutters were ready at the foot of the red carpeted steps. An immense concourse of spectators thronged the side hill; the Military drew up in line; the officials and reporters stood by as the royal party appeared. At last the Prince's Barge, which bore his plumes on the front, and with Captains Hope and Cave standing at the tiller, started for the *Hero*, and instantly all the ships of the fleet manned their yards, and the guns thundered a salute. This was repeated, the ship's bands playing "God Save the Queen," and "Hail Columbia." The Prince stepped on the *Hero's* deck, where he was received with loud cheers from the sailors, and the Royal Standard run up to the main. The scene was most imposing. Many vessels were lying in the harbor, and these, with the wharves and vessels lying at them, were black with people, and the hills behind were literally covered, the gay

dresses of the ladies giving them the appearance of being covered with autumnal woods. Still behind these, upon the summit of the hill, were hundreds of carriages, filled with curious observers. The departure of the Prince deeply affected Lord Lyons, who remained upon the quay. A very marked compliment was paid to the American flag. The Prince was first saluted by the entire fleet; then the American flag was raised on the ships of the Admiral and Commodore, and saluted by the same. The vessels of the Prince's fleet set sail almost immediately. They were accompanied a short distance from the harbor by several sailing vessels and were saluted by Fort Preble as they passed. At length the journey homewards was commenced. The sun is fast sinking in the west. The summits of the hills were tinged with gold; the waters become darker, the sails of the vessels whiter by contrast. And as the light of day gradually declines, as the bright and glorious colours of nature gradually sober down, so gradually were the Royal ships lost to view, distance and darkness combining to hide them from sight.

EDUCATIONAL INCIDENTS OF PRINCE ARTHUR'S VISIT TO CANADA IN 1869.

I have collected from the local press and insert in this Volume the many interesting incidents of an Educational character which marked the progress of Prince Aruthur through the Province in 1869. I do it with the more pleasure, as we are now assured that our next Governor-General will be Prince Arthur, as Duke of Connaught.

Prince Arthur at Quebec.

At Quebec, the Prince visited the Military School, where He fully informed himself as to the characteristics of the School. After leaving the Military School, His Highness and suite proceeded to the High School, where the Lieutenant-Governor introduced Reverend Doctor Cook, Chairman of the Board of Directors, and several other Gentlemen, to the Prince. Before leaving he asked a holiday on behalf of the Pupils. The Boys gave three hearty cheers as the Prince drove to Morrin College, where he was received by the Principal, and by the Governors and Professors. The Prince first visited the College Hall, when the Principal gave him information in regard to the institution, and informed him of the success which had recently attended one of its Alumni, Mr. Mackenzie, in contesting the Gilchrist Scholarship against the whole Dominion. His Royal Highness afterwards visited the Library and Museum of the Literary and Historical Society. The beautiful collection of Canadian Birds in the Museum attracted much notice from the Prince, and he expressed great interest both in the College and in the Society. The Prince then visited the Quebec Seminary and Laval University. He was welcomed at the entrance by His Grace the Archbishop of Quebec, and by the Reverend E. O. Taschereau, Rector, and by the Professors. He seemed much gratified with his visit to these old Buildings. Passing through the spacious Garden of the Seminary, the distinguished party proceeded to University Hall. Here the Prince was attended by the Provincial Cabinet and a full military Staff. The College Band played the National Anthem on the Prince's entrance, and after a short stay he was taken to the Museum and Library, and shown the splendid and extensive view which the Terrace on the Roof of the Building affords. The Normal School then received the honour of a visit. He was heartily cheered

at each place he visited, and also at each place on his way to the Upper Province. In each of the Cities in the Province he was welcomed with enthusiasm.

The Prince at London, Ontario.

At London, Prince Arthur with the Governor-General, Sir John Young, and party, visited Hellmuth College, where the principal gate was elaborately festooned with evergreens, forming a neat arch, with decorations running along the fence fronting the College enclosure. Over the carriage way a handsome Gothic arch was erected, on the top of which the Union Jack was displayed. The sides bore the inscription, "God Save the Queen" and "Welcome, Prince Arthur." They were received by Dean Hellmuth, President of the College; the Bishop of London, Archbishop Brough, and Major Evans, Treasurer of the Institution, with many Ladies and others. Having taken their positions on the platform, Sir John Young was presented with the following Address:—

We, the Patron, President, Trustees, Head Master, Masters and Pupils of Hellmuth College, tender to Your Excellency our most dutiful congratulations on your visit to this Western section of your administration. Under the assurance that the importance of a sound and liberal education to the future prosperity of this vast Dominion will commend itself to you as an object of the highest interest, we rejoice in the opportunity of your visit to Your Excellency the efforts we have been making for the past four years to extend to the youth of Canada the advantages offered by an English Public School. . . . The high gratification afforded us by Your Excellency's visit is greatly enhanced by the presence of His Royal Highness Prince Arthur, who is well able, from his knowledge of the great Public Schools of England, to appreciate the advantages which we are endeavouring to extend to the youth of this Colony; and who, from the well-known interest taken by his illustrious and revered Father in the cause of Education, can hardly fail to be gratified with every instance of its progress.

The Governor-General replied as follows :—

I receive your congratulations with much pleasure, and am very sensible of the loyalty and feelings of duty which prompt your assurance of attachment to the Constitution happily existing in Canada, and breathed in the prayers you offer for the success of the administration under my charge. You justly interpret my views when you assume that I regard the cause and progress of Education throughout the Country as of vital importance to the safety of the Community, and the well-being of every individual. . . . I offer you sincerely my best wishes for the continued prosperity of this noble and well-managed Institution.

The Prince, the Governor-General and party then went to Hellmuth Ladies' School, where they were received by Dean Hellmuth, founder of the Institute, with a number of the Clergy of the diocese. A large crowd of young ladies gathered on the balcony to meet them, and as they entered, sang a verse of the National Anthem. The building was profusely ornamented, and the front was neatly festooned with flowers. Sir John Young was again addressed by Dean Hellmuth as follows:—

We, the Patron, Visitors, President, Lady Principal, Teachers and Pupils of the Hellmuth Ladies' College, tender to your Excellency our most dutiful congratulations on your visit to this Western section of your administration, and to this Institution. We feel the most sincere satisfaction that the work of Education which is to be carried on in this Building should be commenced with the high sanction of Your Excellency's presence; and that this newly completed College should be inaugurated by yourself, the Representative of our most gracious Sovereign, and in the august presence

of His Royal Highness Prince Arthur. . . . We fervently pray that the undertaking auspiciously inaugurated this day by Your Excellency and His Royal Highness may exert a wide and lasting influence upon the Country which you administrate. It can hardly fail to be a cause of satisfaction to your Excellency and to His Royal Highness, as it is of congratulation to ourselves, to know that the advantages of a higher Education are here offered, and that every opportunity for training up the future Mothers of Canada in those polite accomplishments, those exalted domestic virtues, and those high principles of a pure and undeformed religion which have distinguished the Ladies of England in the eyes of the world, and have been so illustriously exemplified in the character of our revered and most beloved Queen. . . .

Sir John replied as follows:—

I beg you to accept my sincere thanks for your congratulations on my visit to your interesting district, for your expressions of loyalty and dutiful attachment to the institutions of the Dominion, and for the prayers which you offer so earnestly for the success of my administration. All honour is due to those who toil in the good cause of imparting knowledge; and especially within these walls on this occasion may we pay a merited tribute of thanks and admiration to the public spirit and the munificence of those who have reared this noble College, destined, I trust, to be at once the enduring monument of their own accomplished wishes, and the centre from which improvement and virtues akin to their own may radiate for generations to come. I trust that those whose tender years are being passed in tutelage here will realize the advantages within their reach and recognize the truths that now is the golden time for availing themselves of the instructions which may colour all their lives and fit them for the performance of duties second to none in importance. Many a man has been indebted for all his happiness and all his success in life, as well as for the services he has been enabled to render to his Country, to the early and tender admonitions of a virtuous Mother. Many, also, have been weaned from frivolous pursuits and habits of unworthy procrastination by the influence and example of an intelligent and high principled Wife. How vast, when viewed on the mass and on all its bearings, is the sphere of Woman's influence, how dignified its mission, how all-important in its relations to the happiness and stability of the State. I trust, therefore, that, in addition to those higher accomplishments, which are so attractive in society, and so charming in the privacy of domestic life, the necessity will be admitted of engaging in studies of more solid importance, the culture of the reasoning powers, the enquiry into the principles and the process of accurately comparing facts. Without these last accomplishments, though brilliant in appearance, they can claim no more than a rank amongst the amusements and ornaments of life; combined with them they assume a new dignity as part of that instruction, and of those civilizing influences under which the race of man is destined to proceed to the highest degree of virtue, and the happiness of which our nature is capable.

The Prince then said:—

Ladies and Gentlemen,—It gives me sincere pleasure to be present at the formal opening of this admirable College. I understand that several of the young ladies have travelled many hundred miles to partake of the benefits of the instruction given here, and I have no doubt that this is mainly due to the high character of my friend, the Dean, to whose munificent liberality this Institution owes its origin. Most earnestly do I hope that under Divine Providence it may have every possible success. I will now ask Dean Hellmuth to formally open the College.

The Dean:—

I am requested to declare that this College is now open, and I open it in the name of the Father, of the Son, and of the Holy Ghost. Amen.

The Prince has declared himself highly pleased with the reception.

The Prince at Hamilton.

At Hamilton the Prince and his party paid a visit to the Wesleyan Female College, where they were received by Mr. Edward Jackson, President of the College Board. In the large Reception Hall of the Institute, about one hundred young ladies sang "God Save the Queen," as he entered. The Reverend Doctor Rice, Principal of the College, read the following address to Sir John Young:—

We, the Principal and Board of Directors of the Wesleyan Female College, with the Officers and Students, beg to present to Your Excellency our most sincere respects. Your Excellency's administration in other Colonies, and the interest you have taken in all those Institutions which were designed to promote the well-being of society, make your visit to this College one of profound gratification. . . . While we earnestly cherish and inculcate loyalty to our most gracious Sovereign the Queen, to us it is cause of the deepest gratefulness to be able to place before the young ladies taught here a Sovereign, who, though unequalled in Queenly greatness, claims and possesses the affection of a nation through those womanly virtues which shine forth in all the relations of her life, presenting an example of excellence, inspiring and true. The presence to-day of His Royal Highness Prince Arthur, a Son of our beloved Queen, will ever be gratefully remembered. . . . This Institution was opened in 1861, and since that time has furnished education to over a thousand young ladies. It is the object of the College to impart a thorough education in all the departments of useful knowledge, and to add to that those polite accomplishments which grace society and elevate and refine the homes of the land; and to teach directly and earnestly the principles of religion as personally and practically valuable above all other knowledge.

His Excellency expressed himself highly pleased with the scene presented. At the request of Doctor Rice, the Prince also made a few remarks, thanking them in the most hearty manner for their kindness and the reception accorded to the Governor-General and himself. The next stopping place was at the Central School. Here the decorations were in unison with the occasion. On the rising knoll fronting the School, the children from the Ward Schools congregated. The Reverend Doctor Ormiston, Superintendent, and Mr. McCallum, Principal, conducted the party through the different Class Rooms, and the Governor-General showed a special interest in the progress of the Common Schools of the City by making minute inquiries as to their attendance and management. The party next visited the Grammar School. Here the same formula of visiting was indulged in, and the Boys gave three hearty cheers as the Governor-General and Prince Arthur entered the Building. The Principal, Mr. Buchan, was introduced, and the Boys, unable to restrain the enthusiasm of youth, again burst out in a ringing cheer for His Royal Highness. It was a happy sight and amply repaid the Royal party for their visit. Dundurn was next visited, and here the children of the Deaf and Dumb School awaited the arrival of the Prince. Two of the Boys, under the instruction of Mr. McGann, the Principal, wrote the following address:—

(1) To the Governor-General,—We, the Deaf Mute Pupils of the Institution, tender to Your Excellency our sincere thanks for honouring us with your presence. We rejoice to know that Her Most Gracious Majesty, Queen Victoria, has been pleased to send Your Excellency to govern our new and great Dominion, and pray that under your beneficent and wise Counsel, peace and prosperity may abound, and that the unfortunate class which we represent may be honoured with another visit from Your Excellency in our new Institution at Belleville.

(2) To Prince Arthur,—We, the Pupils of the Hamilton Deaf and Dumb Institution, heartily welcome Your Royal Highness, Prince Arthur, to our School. We are happy to tell you that our Government of Ontario is building a beautiful Institution at Belleville to educate all the Deaf Mutes of this Province; we hope to remove there next year. We pray that Your Royal Highness may live long to walk in the footsteps of your kind and noble Father, Prince Albert the Good.

The intelligence of the Pupils was subsequently displayed in a beautiful manner by their repeating the Lord's Prayer in the sign language, which is frequently so expressive as to be intelligible even to those acquainted with its technicalities. The Governor-General then addressed the Pupils in a short speech, which was repeated in sign language by Miss McGann. He expressed his gratification at being able to visit them, and also stated that His Royal Highness had desired him to say that he was very much pleased to be present. The children then ranged themselves along the route leading from the grounds, and although they could not cheer, they showed their gratification at the visit by waving their handkerchiefs energetically as the party passed.

Prince Arthur at Toronto.

In the Address to His Excellency the Governor-General, by His Worship Mayor Harman, the following educational passage occurs:—

While we refer with pleasure to Your Excellency's introduction to the different expositions of Canadian progress and industry, we have a peculiar pride in introducing Your Excellency to Toronto as the Principal Seat of Learning in this Province, and we would fain hope that your visits to the Institutions which have been reared in so worthy a cause, will satisfy Your Excellency that a good foundation has been laid in our Universities, our Colleges, our Schools, and our Institutes, for placing the attainment of sound education and useful knowledge within the reach of every class of society from the highest to the lowest.

To this passage Sir John Young replied as follows:—

I refer with peculiar satisfaction to that portion of your Address in which you refer to your Universities, Colleges, and Schools. You very justly lay stress on the value of these and similar foundations for the general diffusion of knowledge. Especially is it the most important in a Country where the suffrages are so widely distributed that the means of obtaining a good education and sound mental training should not be less widely accessible to every class in the community, and for those who, like you, are careful that power should be attended by her proper handmaid, wisdom. Most earnestly, therefore, I trust that your efforts for the promotion of the general welfare may be crowded with the amplest measures of success. . . .

During his passage through the streets, perhaps one of the most interesting scenes in this very interesting visit was enacted on King Street, where were seated upon tiers of raised seats on either sides of the street, over four hundred School Girls tastefully dressed in white. The little damsels, who were under the control of Reverend Mr. Porter, City School Superintendent, and Mr. Carter, organist of St. James' Church. When the Prince did arrive, the children sprang to their feet and sang three stanzas of the National Anthem in strains of silvery melody. As the last note of singing died away His Royal Highness bowed his acknowledgments in the most graceful manner, and passed on amidst vociferous cheering.

The Prince at the University of Toronto.

During his stay the Prince and party visited the University of Toronto. The grassy slopes around were covered with a brilliant crowd of Ladies and Gentlemen. The approaches to the Building were lined with Students, in Cap and Gown. The steps of the principal Entrance were occupied by the Chancellor, the Principal and the Professors. The Royal party having alighted, they were received by the Chancellor and University authorities. In the Convocation Hall, a brilliant assemblage rose to greet the Royal party. All rose as the procession filed up the centre of the Hall, and a ringing cheer welcomed the party on their arrival. After the Royal party had taken their position, the following Address was read:—

We, the Chancellor, Vice-Chancellor, Senate, Graduates and Under Graduates, of the University of Toronto; and President, Professors and Members of University College, approach Your Excellency with united assurances of loyal welcome, on this your first visit to the Capital of our Province. While we gladly recognize in Your Excellency as the Representative of our Gracious Queen in this Dominion, one who by wise administration in others of Her Majesty's Colonial possessions, has proved his capacity for so important a trust, we welcome you in an especial manner to this Provincial Seat of Learning; and rejoice to be permitted to receive within these Academic Halls, along with Your Excellency, the honoured Visitor of our Institution, His Royal Highness Prince Arthur, in whom we are privileged to look on a Son of our beloved Queen, and to anticipate for him a career worthy of such a Mother, and of that gifted and lamented Prince, whose memory lives throughout every part of her vast empire as the wise fosterer of Arts, Science, and Liberal Scholarship.

The Governor-General replied as follows:—

Pray accept my sincere thanks for the loyal Address with which you have welcomed me as Her Majesty's Representative. I am authorized also by His Royal Highness, Prince Arthur, to say that he feels much obliged by your words of kindly greeting, and that he cannot fail to take a deep interest in the success of Institutions such as yours, which were, as you properly remark, highly prized by his lamented Father, the late Prince Consort. In truth, it is impossible to over-estimate the value of well regulated national Universities. They are the rich storehouses of wisdom, from which the seeds of knowledge may be sown broadcast throughout the Land,—the centres of sound principle and high moral bearing; the scenes of many a friendly contest for the early laurels of literature; the fruitful sources of many a trusted and life-long friendship; the homes of traditions and cherished memories. To them the various Schools throughout the Country will look for light and guidance; and from their open portals there will ever go forth a constant stream of well educated and high principled men, who, as they move in their various careers in after life, cannot fail to diffuse around them somewhat of the benefits they have themselves received in that greatest of all benefits,—a sound and Christian education. I take it as a happy augury for the future of the Dominion, that such importance is everywhere attached to the education of the people; and most sincerely do I trust that from this University, as from the heart of the System, the life-streams of knowledge may freely circulate to the remotest extremities of the Land, bringing blessings to you for your efforts in the good, and unspeakable blessings to the homes of the many who will profit by your labours.

After this His Excellency and the Prince conversed with those around them, and the Chancellor presented a large number of Ladies and Gentlemen to His Excellency and His Royal Highness. The Prince was pleased to express the surprise occasioned by the fine appearance of the University Buildings, surpassing, as they did, anything he had anticipated seeing in his visit to Canada.

The Prince's Visit to the Ontario Education Department.

The Royal party was received by the Chief Superintendent and other Members of the Council and Officers of the Department. They were conducted to the Theatre, where the Masters, Teachers, Students and Pupils of the Normal and Model Schools were assembled, and were heartily greeted with a verse of the National Anthem by the Children. After which the following Address was read by Doctor Ryerson:—

The Council of Public Instruction for the Province of Ontario beg to unite with the many thousands of our fellow Subjects in welcoming you and His Royal Highness, Prince Arthur, to a country first selected as a home by the United Empire Loyalists of Canada. To us as a Body has been assigned the task of establishing the Normal and Model Schools, for the training of Teachers, and making Regulations for the government of Elementary and Grammar Schools throughout this Province, and for selecting the Text Books and Libraries to be used in them; while to one of our number has been imposed the duty of preparing and administering the School Laws. It has been our aim to imbibe the spirit and imitate the example of our beloved Sovereign in the interesting zeal with which Her Majesty has encouraged the training of Teachers and the establishment of Schools for the education of the masses of Her people; and we have been nobly rewarded in our efforts by our fellow Subjects in this portion of the Dominion. At the commencement of our labours in 1846 the number of our Schools was 2,500, and the number of pupils 100,000. At the present time we have the Educational Buildings now honoured by the presence of Your Excellency and His Royal Highness, where teachers are trained, and Maps, Apparatus and Libraries are provided for the Schools; and those Schools now number about 4,500, attended by 415,000 Pupils, while in the Text Books and Songs of the Schools, loyalty to the Queen and love to the Mother Country are blended with the spirit of Canadian patriotism. Christian principles are ever combined with sound knowledge, not only in Libraries, but also in the teachings of our School.

To this Address His Excellency replied as follows:—

The account which you are able to render of the result of your labours cannot but prove a topic of reassurance and rejoicing to every one who desires to see the well-being of the community placed on the same foundations of general intelligence and sound principles. An increase in little more than twenty years to double the number of Schools, and more than four-fold the number of Scholars, attests at once the assiduity and judgment with which your duties have been carried on, and the corresponding appreciation on the part of Parents, of the great advantages offered to their children. His Royal Highness empowers me to thank you for the terms of your welcome, to assure you of the deep interest he takes in the cause of Education, and to express the wish that you may attain the reward which, doubtless, you most covet, of seeing the Schools you superintend filled with Pupils and an enlightenment, spreading from them as centres in ever widening circles over the Land.

After the Addresses had been presented and replied to, the party retired into the Library, where the following parties were presented by Doctor Ryerson to His Excellency the Governor-General and Prince Arthur:—Archdeacon Fuller, Reverend Doctor Jennings, Honourable Mr. McMaster, Members of the Council of Public Instruction, and the following Officers of the Department:—J. G. Hodgins, LL.B., Deputy Superintendent; Alexander Marling, LL.B.; A. J. Williamson, M.D.; F. J. Taylor, J. T. R. Stinson, W. Atkinson, Doctor May, J. H. Sangster, A.M., M.D., Head Master, Normal School; the Reverend W. H. Davies, B.D.,

Second Master, Normal School; Wm. Armstrong, C.E.; Mrs. Cullen, Miss McCausland, Miss Jones, Mr. Sefton, Mr. Hughes, Doctor Carlyle, Mr. Scott, Mr. Archibald. The following were also presented to the Prince and the Governor-General:—Mrs. Ryerson, Mrs. J. G. Hodgins, and Masters W. E. George and Frederick Hodgins, Mrs. Punshon, Reverend W. M. Punshon, M.A., the Reverend Doctor Green, the Reverend Mr. Darling, and others. Subsequently the Royal party visited and inspected with much interest the various Rooms of the Educational Museum. The Prince was particularly pleased with the beauty and variety of the Museum, and at the tasteful manner in which the rooms were decorated. Indeed, every one of the Visitors expressed their gratification at the unexpected exhibition of works of Art. During his progress through the Building, His Royal Highness very graciously accepted from Master George Hodgins a handsome edition of the "Sketches and Anecdotes of the Queen and the Royal Family," compiled by his Father, J. George Hodgins. The Prince was also handed a small, beautiful bouquet of flowers by Master Frederick Hodgins, which he most kindly and smilingly received.

The Visit to Upper Canada College.

At Upper Canada College, the Boys to the number of several hundreds were drawn up in two lines on the lawn leading to the main entrance, and as the Prince and his friends passed through between them, a genuine English cheer was given and kept up most vigorously until they entered the Building. On the steps they were received by Principal Cockburn, and the Masters, Doctor Barrett, M.A., M.D., Chancellor Morrison, Mr. Martland, B.A., Mr. C. H. Connon, M.A., Doctor Connon, Mr. W. Wedd, M.A., Mr. J. Brown, M.A., Reverend G. Schluter, J. Thomson, and Professor Wilson. To the Royal party the Principal read the following Address:—

We, the Principal, Masters and Scholars of Upper Canada College and Royal Grammar School, with sentiments of loyal devotion to Her Most Gracious Majesty, beg to tender our most respectful welcome to Your Excellency as Governor-General of the New Dominion, and to the noble Prince who now honours us with his presence. We beg to inform Your Excellency that Upper Canada College was founded upon the model of the great Public Schools of England, and that it has, during the last forty years, educated and trained many thousands of Canadian youth, who now not only occupy and adorn high positions in the Dominion, but who have distinguished themselves in various careers in all parts of Europe. We may be permitted to point with pride to the many names of former Pupils inscribed upon the walls of this Hall, as evidence of the successful work hitherto accomplished by Upper Canada College, and we are incited to do so in the hope that His Royal Highness Prince Arthur will take pleasure in noticing the many University honours achieved by youths of his own age. Of the present generation of pupils, we can only express the hope that they will follow in the footsteps of those who have gone before them; and we can assure Your Excellency that no effort on the part of the Masters shall be wanting to prepare them for the future business of life. We congratulate Your Excellency on your arrival amongst us at a time of profound peace and prosperity; and we hope that your sojourn will be pleasant to yourself and profitable to the Country. Permit us to say that we consider ourselves highly honoured by your visit, and we doubt not but that the presence of His Royal Highness among our Pupils will make favourable impression on their minds, and attach them if possible even more firmly to the rule of his august and beloved Mother, our Gracious Queen. Allow us, in conclusion, to express our warmest wishes for the health and happiness of yourself and Lady Young, and we trust that you will long remember with satisfaction this, your first visit, to Upper Canada College.

To this Sir John Young replied:—

I beg to thank you very sincerely for the words of loyal welcome with which you are pleased to greet my arrival amongst you as Her Majesty's Representative, and I am permitted by His Royal Highness, Prince Arthur, to express the satisfaction he feels in attending here to-day, and the interest he takes in this and kindred Institutions for the general diffusion of knowledge. In young communities the mass of the people will ever be engaged in developing the material wealth of the Country, but all honour is due to that smaller band who devote their time and energies to that nobler work of developing its mental resources; who inculcate early lessons, not merely of knowledge, but of deeper and more important truths, of the inestimable worth of honour and integrity, of the priceless value of liberty when tempered by respect for the rights of others, of the utter worthlessness of the utmost freedom when unguarded by self-restraint. Turning to the younger Members of your College I would, if a passing word of mine may dwell in the memory, beseech them to avail of the golden opportunity placed within their reach, to sow now the seed that hereafter they may reap the harvest, as others have done before them, whose names lately on the College books, are now honourably enrolled in the books of fame, a credit to themselves, to the Institution, and to their Native Land, and a worthy example to those who may seek hereafter to emulate their achievements. I can very truly assure you, one and all, Masters and Pupils, that I watch with deep interest the progress of this and similar Educational Establishments throughout the Dominion, and I know that I am only expressing Lady Young's wishes when I join her name with mine in wishing you all possible success, and in fervently breathing a prayer for your mutual co-operation in the discharge of your allotted duties.

When His Excellency had finished reading his reply, Prince Arthur turned round to the Boys and said:—

With the permission of Principal Cockburn, I am glad to be able to intimate to you that the remainder of this day will be given you as a holiday, and I hope sincerely you will all enjoy it thoroughly.

At this unexpected and gracious speech, the Boys once more gave vent to their feelings, and made the welkin ring with another Royal cheer.

Before the Royal party left they inscribed their names in the Council Minute Book as follows:—Arthur, Adelaide Young, John Young, W. P. Howland, J. S. Macdonald, Lieutenant-Colonel McNeill, Military Secretary, F. Turville, H. Bernard, A.D.C., William Morley Punshon, Anson Green, Edwin G. Curtis, A.D.C.

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